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ABSTRACT

This set of 36 newsletters deals with adult literacy programs and issues of interest to the business and literacy communities. Each issue contains either a message to corporate chief executive officers or a Business Council for Effective Literacy (BCEL) editorial, and most issues include brief reports on recent BCEL and corporate literacy actions and/or available BCEL publications. The following are among the topics covered in the individual issues: adult functional illiteracy; literacy initiatives in the public and private sectors; basic skills programs; the urgent need for statewide planning; literacy in the courts; basic skills for youth; computer-assisted instruction; libraries and literacy; supported work programs; English-as-a-Second-Language instruction; access to education; educational legislation; citizenship education; collective bargaining agreements covering education and training; college and university outreach services; community colleges; literacy programs at correctional institutions; programs for special target audiences (disadvantaged persons, dislocated workers, dropouts, single parents, immigrants, minorities); job training; and union-sponsored programs. The adult literacy program-related actions of individual businesses and corporations are highlighted. Indexes to all issues are included. (MN)

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BCEL Newsletter for the Business & Literacy Communities

Nos. 1-36

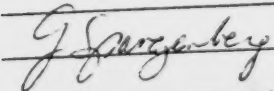
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A MESSAGE TO CORPORATE CEOs

from
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, Business Council for
Effective Literacy

Twelve pages is long for a newsletter, too long obviously to sensibly request that you personally invest your time in going through them. I do urge you, however, to read at least the several paragraphs of this message. More and more of us in the business community have become firmly convinced that the immense and growing challenge of functional illiteracy constitutes one of the really major social problems we face in America today, and we are taking action. But many in business are still not really aware of the problem's full scope, its general implications for all Americans, and its specific implications for business in America.

Right now twenty-seven million adult Americans can't read and write well enough to qualify for jobs ... fill out a job application ... write a letter ... understand the label on a medicine bottle ... or make full use of their native abilities to lead productive and satisfying lives. There are in addition close to twice that number ... an estimated forty-five million adult Americans ... whose basic skills of reading and writing are at best barely marginal. That adds up to seventy-two million essentially nonliterate people, all 17 years of age and over.

Lacking those basic skills, a high percentage of that number are not making it in our society. Well over a majority of each of three groups, those who are unemployed, those who are on welfare, and those who constitute our prison population, are functionally illiterate. I urge you to consider the economic as well as the human tragedy represented in those statistics.

Virtually all businesses today are adversely affected by the large numbers in their work force with weak or nonexistent basic skills that result in lower productivity, poor product quality, lost management and supervisory time, and restricted mobility and promotability of employees. An estimated



BCEL's Exec. V.P. Dan Lacy, Vice Pres. Gail Spangenberg, & Pres. Harold W. McGraw, Jr.

three-fourths of the currently unemployed are functionally illiterate, seriously reducing the pool of competent persons for new hires. And as potential customers, those who can't read are hardly likely to identify product labels or print advertising.

Corporations are of necessity doing an increasing amount of costly in-house basic skills training today to achieve the size of work force needed. They will be finding it necessary to do considerably more of it in these next few years. But the scope of the challenge is such that business can't accomplish it alone, nor can any one segment of America. Local and state governments are increasingly investing funds to supplement the federal government's efforts to meet the problem, and the number of voluntary literacy agencies is growing. But all of them together are today only treating an estimated 5 percent of the problem. And the number of functional illiterates in this country is growing by approximately 2 1/4 million adults annually.

Business must give an even higher priority to this problem among their many pressing corporate social responsibilities. And, in addition to increasing their funding for the needed expansion of the efforts of the various literacy agencies in the field, they must increasingly join with them and the local, state, and federal government agencies in bringing added management, organizational, and planning skills to an integrated, overall effort. It will require that kind of joint endeavor to make any sizable inroad on a problem that has been markedly outgrowing the degree of the current effort to meet it.

This newsletter is long because it is more than just a quick update on new efforts in the literacy field. We hope it can serve business as a longer-term reference on the scope and implications of the overall problem and on the types of agencies now working on it and how they operate. It gives specific suggestions as to how business can best help, and specific examples of how some corporations are meeting this challenge now. I therefore also urge that you forward this reference tool on the functional illiteracy battle to appropriate officers in your corporation for further review. But there can be no one more appropriate than the CEO in determining a corporation's priorities of interest. The problem vitally needs and merits your full personal awareness and involvement.

The Business Council for Effective Literacy is a publicly supported foundation established earlier this year to foster greater corporate awareness of adult functional illiteracy and to increase business involvement and support in the literacy field. We support a small, highly trained, professional staff to interact with literacy groups and planners around the country—continually assessing their activities, needs, and concerns—so as to provide responsible advice to the business community on the opportunities for their involvement and funding.

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ADULT FUNCTIONAL ILLITERACY: ON THE VERGE OF CRISIS

Who Are "Functionally Illiterate" Adults?

Functional illiterates are out-of-school adults whose basic skills (reading and writing, simple math, ability to speak English, and oral communications) are nonexistent or so poor that they cannot function effectively or at all in such everyday tasks as reading job notices, filling out a job application, writing a check or a letter, or reading a simple manual or a medicine bottle.*

How Many Are There?

According to the U.S. Department of Education, 27 million adults—one in every five adult Americans—are functionally illiterate. Another 45 million are only marginally literate. And the pool is growing by about 2.3 million persons each year (high school dropouts, immigrants, refugees).

• Functional illiteracy by age group:

		No. Persons (in millions)
17 years olds**	13%	.5
18-29 years old	16%	7.9
30-39 years old	11%	3.5
40-49 years old	19%	4.3
50-59 years old	28%	6.5
60 years and older	35%	4.2

• By gender:

Men 17%, Women 23%

• By racial grouping:

Whites	16%
Blacks	44%
Native Americans	54%
Hispanics	56%

• By geography:

Adult functional illiterates are found in every neighborhood and every region of the country. The highest rates of illiteracy are in central cities, which themselves have the highest population concentrations, and in rural areas.

Explaining The Numbers

Why are so many adults functionally illiterate? There is no one answer. Some have dropped out of school. Some have had ineffective schooling. Some are recent immigrants and refugees who can't speak English and may not be literate in their own languages. Some have been held back in their education because of social attitudes. Some have parents with low literacy achievement or lack a supportive home learning envi-

ronment. But the great majority are the victims of a rapid change in the requirements for literacy in American society, due largely to the speed of technological advance. *The standards for minimum acceptable literacy are higher today than they were only a decade ago.*

The High Cost Of Illiteracy

Experts say that in terms of low worker productivity, absenteeism, uneven product quality, and lost management and supervisory time, the cost of adult illiteracy to the corporate world and to the nation amounts to billions of dollars a year. Moreover, corporations are paying hundreds of millions of dollars annually to operate in-house basic skills programs. (A 1983 study by the Center for Public Resources in New York indicates that AT&T alone spends \$6 million a year to provide basic reading, writing, and math skills to 14,000 employees.)

Government studies and independent research show a high correlation between illiteracy and: low income level, unemployment and underemployment, public assistance, and crime.

• Families at or below the poverty level are 5 times more likely to be functionally illiterate than families with an income \$15,000 or above.

• Overall, about 15 percent of persons in the workforce are functionally illiterate. Even among professional and managerial workers, 11 percent are functionally illiterate, as are 29-30 percent of semi-skilled and unskilled workers.

• An estimated three-fourths of the currently unemployed are functionally illiterate.

• The cost of welfare and unemployment compensation due to illiteracy is estimated at \$6 billion annually.

• The cost of crime due to illiteracy is estimated at more than \$6.6 billion a year.

The Scope of Existing Programs

The federal Adult Basic Education Program is the largest single program in the country. Literacy Volunteers of America and Laubach Literacy operate volunteer tutoring and tutor training programs through a network of affiliates in most of the states. Basic skills programs are provided also by community education centers, libraries, schools, churches, community and senior colleges, ethnic organizations, unions, and others. Basic skills training is an element of federal job training programs such as the Job Corps and the Job and Employment Training Program. And business and industry regu-

larly operate in-house remedial programs for their employees. Yet public and private programs combined reach only a small portion of the needy population. It is estimated that no more than 4 million adults are presently served by all existing programs. Most programs report long waiting lists of adults they are unable to serve for lack of resources.

A Special Problem For The Business Community

Adult illiteracy is a pervasive problem of human resource development that affects every social, political, and economic institution in the country. Everyone loses when so many members of society are non-literate, unproductive, and unable to take part in the responsibilities and benefits of citizenship. But adult illiteracy poses a special problem to business and industry for these reasons:

• The promotability and mobility of many of the currently employed are restricted for lack of the essential basic skills.

• The millions of adults who can't qualify for much of the work in our technological economy represent a major loss of potential customers for products and services.

HOW CORPORATIONS CAN HELP

To overcome illiteracy, a major long-term investment of funds and planning time will be needed from both public and private sources. The business community could make a major contribution to the effort by helping in various ways. Corporations can:

1. *Make grants to local adult literacy programs* which operate in communities where they have headquarters or branches—e.g. to Literacy Volunteers, Laubach Literacy, libraries, colleges, programs of ethnic and other community-based organizations. Such support would enable the programs to develop and expand staff, tutoring, and other essential resources needed to serve more adult illiterates. (See pp. 4-9 of this newsletter for descriptions of the main programs.)

*Until a few years ago, school completion data were used to estimate the number of adult illiterates in the population. But because school attainment level is only one of several indicators of illiteracy, the federal government sought in the mid-70's to develop a more relevant measure. In a major federally-funded project, the Adult Performance Level Study (APL), carried out at the University of Texas, tested the ability of a national sampling of adults to perform a variety of tasks judged essential to everyday living and working, and dependent on mastery of the basic skills. The definition given above grows out of the APL study.

**Figures reported recently by the National Commission on Excellence in Education.

2. *Provide in-kind assistance to local programs:* space to hold classes, computer and other equipment donations, free publicity, printing and dissemination of instructional materials for tutoring and tutor training purposes.
3. *Provide financial and in-kind support to strengthen the national coordinating offices of such groups as* Laubach Literacy, Literacy Volunteers, and the Association for Community-Based Education.
4. *Join and/or provide financial support to local and state literacy coordinating councils and agencies.*
5. *Provide support to the Coalition for Literacy to help underwrite its three-year national adult literacy campaign.*
6. *As civic leaders and trustees of school boards, libraries, community colleges, voluntary organizations, and other literacy-involved organizations, press for more public support for literacy programs and planning on a local, state, and national basis.*
7. *Provide financial support for major centers of adult literacy research, data gathering, and information dissemination.*
8. *Set up in-plant programs for employees with basic skills problems, using paid instructors or staff volunteers trained by external literacy organizations, or alternatively contract with external literacy groups to tutor employees on or off company premises.*
9. *Encourage company executives, employees, and their families to serve as volunteers in community literacy programs. Similarly, convince business friends that they too have a stake in the problem and encourage their involvement in combating it.*

THE NATIONAL PICTURE: THE PUBLIC SECTOR

A serious attack on the national adult illiteracy problem requires a firm and sustained commitment at the highest level of government and far greater public awareness of the problem. Two major efforts underway at the national level to respond to these challenges are the Adult Literacy Initiative of U.S. Secretary of Education T.H. Bell and the National Adult Literacy Campaign about to be launched by the Coalition for Literacy and the Advertising Council.

The Federal Initiative: A Hopeful Beginning

On September 7, 1983 President Reagan and Secretary Bell announced, in a meeting of 200 business and literacy leaders convened at the White House, a new effort of the U.S. Department of Education to promote adult literacy in the U.S. The effort, named The Secretary's Initiative on Adult Literacy, involves most of the major education agencies of the Department and is coordinated by an executive director appointed by the Secretary. The Initiative seeks to expand existing basic skills programs in the country (emphasizing the wider use of volunteers) and to encourage the development of new programs. Its two main accomplishments to date are:

- **The National Adult Literacy Project.** With \$870,000 from the National Institute of Education, the Far West Laboratory in San Francisco and The NETWORK in Andover, Massachusetts launched a cooperative 14-month project in the fall of 1983, the National Adult Literacy Project. NALP goals were to gather, analyze, and disseminate needed data on model literacy programs around

the country, develop new forms of technical assistance to strengthen existing programs and design new ones, and shape a priority research agenda as a basis for future literacy planning and provision. The work of NALP is expected to result in several major publications early in 1985, as well as a set of recommendations for implementing a long-range technical assistance and research program. Among the planned publications are: *A Guidebook of Promising Practices*, a White Paper concerned with broad policy issues and strategies for dealing with adult illiteracy, and several monographs on such topics as: the role of technology in adult literacy, the relationship of literacy to jobs, the federal role in advancing literacy, and strategies for reaching those at the lowest levels of functional illiteracy.

- **The College Work-Study Program.** In cooperation with the Department of Education, 18 colleges and universities* are using their Work-Study funds for pilot projects in which students are trained and paid to assist in a variety of roles in local literacy programs. The Department has granted an additional \$360,000 to the colleges to augment their regular Work-Study allocations. Eventually, the department will evaluate the programs for their usefulness to other colleges. In the meantime, all other 3,400 College Work-Study institutions are being encouraged to use a portion of their funds to develop adult tutoring programs.

The Secretary's Initiative also consists of a plan to foster private sector involvement in literacy... an intergovernmental program to encourage present and retired federal employees to serve as voluntary literacy tutors... and efforts to promote the development

of needed statewide literacy planning and coordinating councils. The Initiative is also working to improve cooperation among literacy groups nationally—e.g. through national and regional meetings and a Clearinghouse on Adult Education. It is holding meetings to consider and plan for the special needs of the disadvantaged (Blacks, Hispanics, the learning and physically disabled). And it is working with computer curriculum organizations and educators to explore the role of technology in advancing literacy. Moreover, the Education Department has provided modest funding to help launch the National Adult Literacy Campaign described below.

The program outlined has not yet led to major new federal funding for the field—a crucial ingredient for turning the illiteracy problem around—but it represents a promising first step in the federal commitment to overcoming adult illiteracy.

(For further information, contact: Diane Vines, Director, Office of Secretary's Initiative on Adult Literacy, U.S. Department of Education, 400 Maryland Avenue, SW, Rm. 4145, Washington, D.C. 20202, or phone 202-472-9020.)

The National Adult Literacy Campaign

In December, the Coalition for Literacy (a group of 11 national literacy and adult education organizations), will launch a national three-year campaign in cooperation with the Advertising Council. The campaign has several broad purposes: to recruit voluntary tutors nationwide and direct them to suitable

*Augsburg College, Boston University, College of Saint Thomas, Columbia University, Delaware County Community College, Kansas Newman College, Laredo Junior College, Macalester College, Miami-Dade Community College, Morris Brown College, Portland Community College, State University of New York at Brockport, Texas Southern University, Texas Southmost College, University of Colorado (Denver), University of Illinois (Chicago), University of Southern California, and Wayne State University.

tutor training programs, to motivate adult illiterates to come forward and ask for help with their basic skills, and to seek the involvement of the business community. The main components of the campaign are:

- **Ad Council Production and Distribution.** Ad Council production work has been in process since early this year, using a detailed plan developed by Benton and Bowles. The first year's appeal will be to potential volunteer tutors and corporations. The second and third years will also appeal to these two groups as well as to adult illiterates. Volunteer tutors will be sought through a combination of 10, 30, and 60-second television and radio spots, and print ads placed in consumer magazines, newspapers, transit settings, and elsewhere. To generate corporate support, business press ads will appeal to senior corporate management. Ad Council materials will be aired and printed on a public service basis, generating donated broadcast and print value of more than \$20 million per year.
- **National Telephone Referral Service.** Volunteer tutors and adult illiterates responding to the campaign will be given local and national call-in numbers for program referral purposes. The national number, 800-228-8813, is operated by the CONTACT Literacy Center in Lincoln, Nebraska—a 20-year old national-international information and referral service agency with extensive links to thousands of community programs, service agencies, and planning groups around the U.S. Business press ads will carry a coupon referring corporate responses to CONTACT which in turn will make referrals to state planning agencies, literacy programs, and the Business Council for Effective Literacy.
- **Technical Assistance.** Coalition representatives will help organize planning sessions in states that have no coordinating mechanisms for adult literacy. The purpose of these state meetings will be to: identify needs and resources, identify individual and group leaders, help stimulate the growth and development of voluntary programs, develop mechanisms to exchange information and coordinate activities, and provide information about the campaign itself. A second element of the technical assistance program will be to provide workshops and training to an estimated 64 communities each year. The focus will be on how to organize new

voluntary programs. And the third major element will be to develop how-to-do-it print materials for distribution to local literacy programs—e.g. how to set up programs and planning groups, recruit and train volunteers, and raise funds.

It should be noted that the awareness campaign is being launched with start-up funds from B. Dalton Bookseller (\$50,000), the U.S. Department of Education (\$50,000), the General Electric Foundation (\$75,000), the New York State Publishers Association (\$2,500), and a major matching grant of \$400,000 from the Business Council for Ef-

fective Literacy. The Coalition is working now to secure \$1.2 million in additional funds from public and private sources to fully cover its production costs, telephone referral service, and technical assistance activities.

(For further information about the campaign in general, write to Violet Malone, Head of the Coalition for Literacy, c/o University of Illinois, 330 Mumford Hall, Urbana, Illinois 61801, or phone 217-333-1132. For information about the Coalition's funding need, write to Rick Ventura, Chairman, Coalition Fund Raising Committee, c/o National Advisory Council on Adult Education, Pennsylvania Building, 425 13th Street, NW, Suite 323, Washington, D.C. 20004, or phone 202-376-8892.)

THE MAIN BASIC SKILLS PROGRAMS: AN INTRODUCTION

A brief summary of the major adult basic skills programs in the country is given below. (Corporate in-house programs serve a substantial but undetermined number of functionally illiterate adults and are not included.) All are identifiable entities with their own organizational pattern, funding base, and goals. There is an increasing degree of cooperation among them. Together these programs are reaching about 5 percent of adults needing help with their basic skills. All have long waiting lists of students because they lack the resources and funding to meet the demand.

ABE: The Largest Program

The federal Adult Basic Education Program (ABE) is the largest single adult basic skills program in the nation. It was launched in 1965 by the U.S. Department of Education and is administered at the state level by state

education agencies. At the local level it operates primarily through school districts which receive and allocate the bulk of ABE funding. There are some 14,000 local ABE programs presently operating in 50 states. Since 1980, federal funding for ABE has hovered around \$100 million annually, with state and local matching funds bringing the total annual expenditure to about \$200 million. On average, the programs serve 2.3 million out-of-school adults per year.

The ABE program provides reading, writing, and other basic skills instruction, including English as a Second Language. Some 80 percent of federal funds are allocated to the states specifically for persons with skills below an 8th grade level. Women make up more than half of the participating students. By age, persons 22-34 constitute about 43 percent of ABE students, and those 16-21 and 35-59 years old account for about 25 percent each. About 43 percent are white, while one-fourth are black and one-fifth are Hispanic. Although ABE is targeted primarily on functionally illiterate adults, it tends to attract students at higher levels of proficiency.

There are nearly 41,000 paid instructors in ABE programs, some 77 percent of them employed part-time. Most instructors are trained and work as elementary/secondary school teachers and they moonlight in ABE. The majority are not specially trained to teach adults. About one-third of the ABE teachers use volunteer aides to assist them. In 1982-83, \$600,000 in state discretionary funds was spent in 18 states to recruit, train, and otherwise support ABE volunteer tutors.

Most ABE tutoring takes place in community settings—storefronts, churches, union halls—places where adults usually congre-



Courtesy of Literacy Volunteers of America

gate, socialize, and feel most comfortable. Many classes also are located in school-rooms. ABE reports that for nearly all students, improving their self-esteem is a primary motivating force for participation. So, in most cases, ABE takes an instructional approach that is geared to the life circumstances and needs of individual students rather than imposing a pre-determined curriculum.

Though the state education agencies have general oversight responsibility for ABE, as noted above the responsibility for creating and operating programs rests in local hands, primarily school districts. To remedy some of the inertia in this arrangement, in 1978 new federal legislation called for expanding the ABE delivery system to more centrally include community colleges, business and industry, unions, churches, and other groups. Co-sponsoring arrangements have begun to emerge—e.g. federally-funded poverty and job training programs now often contract directly with local ABE programs to arrange basic skills instruction for their constituencies, and community colleges, which have a history of service to their local populations, are becoming fertile ground for operation of ABE.

Many ABE officials claim that the main problem of the program is inadequate funding at the federal and state levels. Last year in Illinois, for example, there were 117,000 persons being served in adult basic education classes, but for lack of resources there was no room for an additional 112,000 who sought to enroll. California, which served 600,000 adults, estimates that it had to turn away at least 1,000 persons a week. However, to help correct this problem, adult educators are working to raise the current federal authorization level of \$100 million annually to \$140 million for the next year and "to such sums as necessary for subsequent years." And some states are beginning to consider corresponding increases while others have already introduced them.

(For further information, write to Paul Delker, Director, Division of Adult Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, or phone 202-472-5860.)

The Voluntary Literacy Organizations: A Central and Growing Role

Laubach Literacy Action and Literacy Volunteers of America, both headquartered in Syracuse, N.Y., are the major national voluntary literacy organizations. Each has a

long history of literacy service to the country and a solid record of achievement. Both are founding members of the Coalition for Literacy and key resource organizations to the National Adult Literacy Awareness Campaign.

Laubach Literacy Action (LLA) is the domestic arm of Laubach Literacy International. LLA trains and certifies tutors to teach reading and writing (including English as a Second Language), provides management and organizational assistance to its local tutoring programs, prepares the instructional material used by their tutors and students around the country, and operates some 500 tutoring programs in 21 of the 50 states. LLA-published books form the core curriculum of the Laubach training and tutoring approach. *Nationwide, the LLA tutoring system presently includes about 30,000 volunteers tutoring 42,000 adult illiterates.* In the 21 states in which LLA runs tutoring programs, statewide Laubach coordinating groups serve as the point of contact between the central office in Syracuse and local programs.

Literacy Volunteers of America (LVA) presently operates about 200 tutoring programs in 31 states. The central staff in Syracuse support these programs with tutor training assistance, management help, and audio and visual materials development. LVA's curricular approach emphasizes the use of materials that are built around the needs and interests of individual students. LVA uses materials developed by the central staff, by tutors in local LVA programs, and by commercial organizations as appropriate. *The LVA tutoring system presently includes about 15,000 trained volunteers tutoring 21,000 general and ESL students.* Nine of the states with LVA programs have statewide coordinating bodies to link the national office with local programs.

Literacy Volunteers and Laubach Literacy are the standard-bearers of quality materials for training volunteer tutors and tutoring adults. Many of their materials are used in the federal ABE program and elsewhere outside their own networks of provision. They also are the main source of tutor training for the voluntary efforts of other literacy organizations—and some local programs work jointly with corporations to provide basic skills services.

Both organizations have managed to achieve large results for years with small budgets. (Of the 700 local LVA and LLA programs,

only a few have annual budgets as high as \$30-40,000, and only three have achieved a six-figure budget.)

Clearly, to contribute to the growth of the voluntary literacy movement, LVA and LLA will need more revenue. The National Awareness Campaign is already generating an increased demand for their services and with present resources they have a limited capacity to respond.

(For further information, write: Helen Crouch, Executive Director, Literacy Volunteers of America, 404 Oak Street, Syracuse, N.Y. 13203, or phone 315-474-7039. Peter Waite, Executive Director, Laubach Literacy Action, 1320 Jamesville Avenue, Syracuse, N.Y. 13210, or phone 315-422-9121.)

The Libraries: A Vital Link

There are 15,000 public libraries spread through the cities and towns of America. They are a vital link in the literacy network, connecting and collaborating with federal ABE programs, LVA and Laubach affiliates, community colleges, and other community-based programs. Their presence in nearly every community gives them the potential of touching the lives of most Americans.

The American Library Association (ALA), with a membership of 40,000 libraries and librarians, provides leadership to help realize that potential. In 1981 ALA was instrumental in founding the Coalition for Literacy and initiating the National Awareness Campaign.

To enable libraries to extend their benefits to illiterates or those otherwise disadvantaged, the ALA maintains an Office of Library Outreach Services. The job of this Office is to step into the world of potential clients who ordinarily are not library users. Its target audiences are illiterate and semi-literate adults, school dropouts, the poor, the underemployed, disadvantaged ethnic minorities, and those isolated from the mainstream by cultural differences. The Office produces information and promotion materials for use by libraries with civic groups, clubs, or their own boards to convince them of the need to assist adult basic skills training efforts. It also sponsors workshops and provides technical assistance to state and local libraries.

Between 1979 and 1981, with a grant from the Lilly Endowment, the Office of Library Outreach Services set in motion activities that trained 1,000 librarians from the U.S. and the Virgin Islands to establish programs to teach literacy skills. Depending on their

size and budget, different library systems serve the cause of basic literacy in various other ways: Some conduct their own literacy programs, using their own staff and space. (*The ALA estimates that about 3,000 adults are being served in programs directly operated by libraries.*) Others act as networking agents or literacy catalysts in the community. They assign staff librarians to recruit volunteers and arrange for their training, and refer people who need tutoring to literacy programs. Some libraries offer comfortable non-school settings for the tutoring classes of LVA, Laubach, ABE and others. Still others provide high-interest, low-level reading materials for new adult readers. The Free Library of Philadelphia, for example, has a \$70,000 annual budget to provide non-returnable paperbacks of this genre to education and social service agencies throughout the county that work with adult illiterates. In 1982 R.R. Bowker began publishing a bibliography of the materials, with regular supplements, as an information source for libraries across the country. The Philadelphia library also prepares reviews of newly-available materials for the ALA's bimonthly Library Journal.

Literacy activities have not yet penetrated every library in every state, but recent federal legislation is encouraging the establishment of more library-related literacy programs. In Kentucky, the state library recently used a portion of its federal Library Services and Construction Act (LSCA) funds to initiate a statewide Kentucky Literacy Coalition. In California, the state library is currently spending \$2.5 million of its federal LSCA dollars to sponsor new library-based basic skills programs throughout the state. So far, the states' use of these funds for library-related literacy work is discretionary. But LSCA legislation passed by the House and pending in the Senate will place a priority on the use of federal funds to engender literacy work.

(For more information, write: Jean Coleman, Office for Library Outreach Services, The American Library Association, 50 East Huron Street, Chicago, Illinois 60611, or phone 312-944-6780.)

Community-Based Organizations: Reaching the Hardest-to-Reach

The agencies with the best record for reaching and teaching adults with the lowest educational achievement were not specifically established to teach literacy. These community-based organizations came into being as local responses to the larger social and economic problems faced by their constituents. But because they serve poor com-

munities—where illiteracy is most prevalent—their programs generally include a literacy component.

Community-based skills programs tend to be based explicitly on the premise that the problem of adult illiteracy is not solely educational, that those who lack conventional basic skills often suffer other deprivations: poverty, unemployment, lack of schooling, racial or ethnic discrimination, social isolation. Many persons in this milieu, steeped in the culture of poverty, don't see how literacy can make a difference in their lives.

These severely disadvantaged persons are the toughest to reach. They also are least served by ABE or the national voluntary programs, which are taught mostly by middle class tutors and focus specifically on acquiring reading, writing, and math skills. The community-based organizations do not aim as their chief focus to improve the ability to read, write, and cipher. Their aim is to bring about a larger change within individuals and the greater community through such activities as programs for battered women, health workshops, parenting classes, summer camps for disabled children, home construction training, and the like. Notably, in their literacy work the average rate of study completion is 65-70 percent (compared to 25-50 percent in mainstream programs).

Despite the known success of community-based programs in reaching persons at the lowest functional level, relatively little is known about them. They go by such names as *Barrio Education Project* (organized by Chicano women in the impoverished Mexican-American community of San Antonio); *Boston Indian Council* (an advocacy group for the rights of Native Americans in the Boston area); *Center for Rural Education* (farm workers in South Florida); *The Fortune Society* (help for ex-offenders); *Solidaridad Humano* (a comprehensive community service center for Hispanics on Manhattan's lower east side); and *New Horizons for Children* (parenting and parent-child problem solving, in Charleston Heights, South Carolina).

These highly localized entities are hard to count precisely because they are usually free-standing and independent—and they rarely have links to national associations or other programs. There is one major exception in the Association for Community-Based Education. ACBE, now eight years old, has 59 institutional members serving 105,000 adults in 31 states. (ACBE member organizations are linked primarily to com-

munity development, but they have education programs that are far ranging: from job counseling and career preparation, to accredited community college-based programs, to adult literacy.) In a recent survey, ACBE identified some 3,500 community-based programs around the country that offer literacy services. These programs individually reach only small numbers of adult illiterates but the best current estimate is that collectively they provide basic skills to 600-700,000 persons. The programs are underdeveloped and underfunded—with operating budgets that range from \$15,000 to \$200,000 per year. They are especially vulnerable to political opinion and the first to be adversely affected when federal and state budgets are cut. But at the local level they are at the cutting edge in providing literacy services to adults most in need of them.

Another organization with potential for reaching the neediest is the National Assault on Illiteracy Program. AOIP is a network of 120 black-oriented newspapers and 85 national black organizations, some with as many as 600 chapters, that have organized to encourage black Americans to seek help with their basic skills. While various AOIP affiliates already operate tutoring programs for blacks in various community settings nationwide, the first priority of AOIP is to develop community leadership, and instructional materials for distribution largely through black community newspapers and other publications. AOIP is convinced that for blacks to join their own or other tutoring programs and to succeed in them, their special motivational problems must first be addressed. Thus it emphasizes community leadership development. Although AOIP tutoring programs are themselves underfunded, national AOIP officials indicate that the immediate need is for funding of materials development and print communications.

(For further information about ACBE and community-based programs in general, write to Chris Zachariadis, Executive Director, Association for Community-Based Education, 1806 Vernon Street, NW, Washington, D.C. 20009, or phone 202-462-6333. For information about AOIP, write to Ben Wright, National Assault on Illiteracy Program, 507 Fifth Avenue (Suite 1101), New York, N.Y. 10017, or phone 212-867-0898.)

Colleges and Universities: Potential for Extending Outreach

Most colleges and universities in the country provide basic skills help to incoming students. Community colleges, by virtue of

their special clientele, have long offered remedial reading, writing, and math programs. Since the 1960's, basic skills courses have been their most consistently offered courses. And four-year colleges and universities—even the highly selective—now regularly provide such services. (In 1982, nearly half the freshmen at the University of California/Berkeley were placed in remedial skills classes. That year more than 40 percent of Ohio State University freshmen were enrolled in basic skills classes.)

National education organizations lack precise data on the total number of college students receiving basic skills help because colleges do not regularly collect and report basic skills enrollments. But overall, several hundred thousand students are known to be getting such help nationwide. In the community college sector, a 1983 survey conducted by the American Association of Community and Junior Colleges found that in 266 member colleges (one-fourth of AACJC's membership), about 155,000 students were enrolled in basic skills programs. Moreover, a national survey conducted by UCLA's Higher Education Research Institute indicates that in 1982 some 57 percent of all entering college freshmen said they needed remedial help.

With a few exceptions, higher education institutions have been concerned chiefly with the basic skills problems of their own students...persons who by definition tend to be marginally rather than functionally illiterate. But as partners in the national attack on illiteracy, some institutions are beginning to develop basic skills outreach services for functional illiterates who are not college bound:

- At Central Piedmont Community College in Charlotte, North Carolina, a major pilot project, known as ABLE (Adult Basic Literacy Education), is testing the use of computers and other technology in adult basic skills instruction for community residents. Now in its second year, ABLE has demonstrated already that illiterate adults like and can use technology aids and that their learning time is half that of adults receiving one-to-one personal tutoring. The main goal of the program is to reduce learner frustration and dropping out by speeding up learner achievement and sense of accomplishment. The project is likely to be replicated elsewhere when the pilot period ends.
- At the July 1984 annual meeting of the League for Innovation in Community Col-

leges, a resolution was adopted that committed League members to extend literacy outreach services to adults. The League is a consortium of 18 community college districts involving nearly 50 institutions.

- As part of the federal College Work-Study Program, 18 colleges and universities have launched model projects in which their students are trained and paid to assist local literacy programs, and the U.S. Department of Education has encouraged other Work-Study institutions to develop adult tutoring programs. (See p.3 for details.)

A larger higher education involvement in combating functional illiteracy would contribute significantly to the national effort—and the provision of basic skills services to the community would benefit the institutions themselves in the long run. Institutions at all levels have a role to play, but the U.S. Department of Education and others believe that the community colleges have the greatest immediate program potential because of their specific mission to serve community needs. These colleges have a history of successful outreach already.

Apart from operating basic skills programs, higher education institutions can contribute in other important ways. Some already pursue research on adult learning and they could do more. Many that now operate teacher training programs for the schools could design new ones specifically to train adult basic skills teachers to operate in non-school settings. And state and local literacy planning bodies would be stronger with the active participation of colleges and universities. But to move more actively into the adult literacy arena, the institutions will need substantial new funding.

(For further information contact: Richard Hagemayer, President, Central Piedmont College, P.O. Box 35009, Charlotte, North Carolina, phone 704-373-6633; and/or Hank Spille, Director of Office on Educational Credit and Credentials, American Council on Education, One DuPont Circle, Washington, D.C. 20036, phone 202-833-4770.)

Programs For New Americans

Each year there are about 1.3 million newcomers to the United States. They include 400,000 legal immigrants, 800,000 illegal immigrants, and about 150,000 refugees. Together they make up more than half of the 2.3 million persons added to the pool of illiterates each year.

By far, the largest group is Hispanic. Hispanics are 6.5 percent or 14.6 million of the mainland population. They include Mexi-

can Americans, Puerto Ricans, Cubans, and Central and South Americans. Fourteen percent of Hispanics over 21 speak only Spanish. (Lack of proficiency in English is not limited to the foreign born. Estimates are that up to 25 percent of Hispanics born in the U.S. have difficulty with English.)

Another significant segment of the recent foreign population are immigrants and refugees from Afghanistan, Ethiopia, Eastern Europe, and Southeast Asia. The latter—some 460,000 from Vietnam, Laos, and Cambodia in the past five years alone—comprise the largest refugee flow into the U.S. in recent times.

The major basic skills provider for these groups is the federal ABE program which serves nearly 600,000 ESL students annually (one-fourth of all ABE participants). Some 57 percent of ABE's ESL students are Hispanics; 31 percent are Asian and Pacific Islanders. Whites constitute only 11 percent. Sixty percent are female. The largest group by age (more than 40 percent) is between 22-34 years old.

The Office of Refugee Resettlement of the U.S. Department of Health and Human Services operates numerous literacy programs through a mix of resettlement agencies and nonprofit human resource organizations. Community organizations such as YMCA's, churches, and social service agencies also provide literacy services to refugees. The number of persons reached was about 45,000 in 1983. Vietnamese are served most heavily by the programs, followed by Laotians, Cambodians, Hmong (Laotian highlanders), and small numbers of Haitians, Cubans, and Soviet and East Europeans.

ABE and Refugee Resettlement students vary in their employment histories and educational background. Many have little or no formal schooling. Some come from cultures whose language does not have a long written tradition. (Literacy instruction for these people often must be preceded by pre-skills development, such as learning to hold a pen or pencil, acquiring the ability to discriminate visually, and becoming oriented to the meaning of symbols on a printed page.) Others are not literate in any language to begin with, and still others are reluctant to join classes because of their illegal status.

ABE and Resettlement classes usually take place in public school settings, community colleges, vocational and technical schools, and adult education centers—and usually in classes of 12-25 persons or more. Many

classes tend to put a lower immediate priority on reading and writing skills than on the ability to listen, understand, and speak. The idea is to first develop the tool most needed by these adults to begin negotiating their environments. Similarly, the curricula tend to be geared to the survival skills needed for daily living—functioning in the supermarket, bank, post office. There is an increasing use of materials to prepare immigrants and refugees for the world of work—how to receive work instructions, ask for clarification, call in sick—and, increasingly, there is a body of good commercially-produced material available for use by immigrants, refugees, and their tutors (though this material often costs more than programs can afford).

ABE funding for the ESL portion of its national program amounts to about \$54 million annually (federal, state, and local sources combined). For fiscal year 1982, the last year for which data is available, the Health and Human Services' Refugee ACT of 1980 provided \$29 million for Refugee Resettlement programs.

(For further information on refugee programs, write to William Bliss, Network Coordinator for Refugee Services, Center for Applied Linguistics, 3520 Prospect Street, Washington, D.C. 20007, or phone 202-298-9292. For information about ABE's ESL program, write to Paul Delker, Director of Adult Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, or phone 202-472-5860.

Correctional Institutions

On any given day there are 600,000 persons behind bars in the U.S. Most are young enough to have full lives ahead of them; in the state prisons, more than half are between 20 and 30 years old; almost one-third are between 20-24. In relation to the general population, they are disproportionately male, minority, poor, unemployed—and grossly deficient in their education. More than 60 percent are considered functionally illiterate as compared to 20 percent in the general population. Nearly two-thirds have not completed high school, and of these one-fourth have not completed elementary or junior high. Moreover, according to Secretary of Education T.H. Bell, "it is estimated that of the 150,000 inmates who will be released this year, between 30-70 percent will be recommitted within a year. Lack of basic education and marketable skills aggravate a released offender's difficulties in securing employment, thus influencing the return to crime."

The nation's correctional system includes 49 federal prisons, 561 state prisons, and

3,500 local jails. In the absence of a federal policy to set requirements or standards, there is great disparity in rehabilitation programs from state to state. (State prisons and jails hold 93 percent of the national inmate population.) Very few jails have any programs at all, and while a few state systems have exemplary education programs, most provide only minimal services. It is estimated that 12-30 percent of all state prison inmates are enrolled in basic, secondary, or vocational programs. And on average the states spend only about 5 percent of their correctional budgets on inmate education programs, including literacy. Moreover, state corrections officials claim that apart from underfunding, the programs are plagued by lack of space, equipment, and trained staff.

Inmates in federal prisons, though their overall number is small, fare somewhat better. The federal system mandates that anyone with a reading level below 8th grade *must* have instruction in basic skills for 90 days. There is an immediate incentive to acquire basic skills because they are required for promotion above entry-level prison jobs. The federal policy also mandates that reading specialists or special education teachers be employed in their programs.

Within the states, prisoner education usually is under the control of state departments of correction, which sometimes contract with ABE, community colleges, or voluntary programs to deliver services. (In nine states, school districts have been established solely to serve correctional institutions resulting in standardization of policy and programs and increased eligibility for funding.) Most basic skills services are provided in prison classroom settings and conducted by professional teachers and literacy volunteers, and some use inmate volunteers to augment the tutoring.

There is a rising awareness of the link between illiteracy and incarceration. Chief Justice Warren Burger argues that no prisoner should be released without being able to read, write, and perform basic math. And Secretary Bell recently committed the U.S. Department of Education to strengthening correctional education. One result is the Federal Correctional Education Assistance Act, now pending in Congress, which would authorize the Department of Education to provide financial assistance to the states for expanding penal education programs. In addition, the National Institute of

Corrections (the education division of the Department of Justice) recently received a special \$2.5 million Congressional appropriation to provide the states with technical assistance to develop computer-assisted instruction and other basic skills programs for inmates.

(For more information, write to Osa Coffey, Director, Correctional Education Association, 1400 20th Street, NW, Washington, D.C. 20036, or phone 202-293-3120.)

Churches: A Modest But Valuable Presence

The roots of literacy reach deep into Judeo-Christian history. There is a traditional alliance between religion and literacy, reading and prayer. In the U.S. most major denominations are involved in some way in literacy work, most often at a local level. But the two largest church-related efforts are those run by the Lutheran Church of America (LCA) and the Southern Baptist Convention (SBC). Each maintains a nationally-organized program administered by one or more full-time literacy specialists.

LCA, headquartered in Philadelphia, operates literacy programs in 50 states and Canada. Its 15-year-old Volunteer Reading Aides office establishes programs where none exist and makes referrals where they do, recruits and trains tutors, delivers direct literacy instruction, and provides technical and consulting services to groups requiring such assistance. The program is totally ecumenical and serves about 1,000 persons annually. Its current operating budget is \$82,000, of which 85 percent is derived from church member donations and 15 percent from fees charged for consulting services.

The SBC, based in Atlanta, operates in 50 states and Puerto Rico. Its basic skills programs are tied closely to Christian ministry and evangelism, and they reach an estimated few thousand adults annually. For 25 years, SBC's Home Mission Board in Atlanta has funded its literacy work.

The LCA and SBC literacy programs are minimally staffed: LCA has one full-time literacy specialist and a full-time secretary; SBC, three full-time specialists and a part-time secretary. Both recruit volunteer tutors through word-of-mouth, flyers, and their own church membership. And both provide from 6 to 16 hours of tutor training in groups that range from 10-45 persons. In general, volunteers for LCA serve for 3-4 years, though 50 percent have full-time jobs elsewhere. Increasingly, LCA tutors are profes-

sional teachers, with women representing 80 percent of the tutoring force. The ethnic spread is 50 percent non-white, 50 percent white, and blacks are the largest non-white group of tutors. In contrast, tutors in SBC reflect church membership. Ninety percent of the tutors are women. An experienced cadre of tutors (some with as much as twenty years of experience) now form an SBC body of 500 workshop leaders who function as tutor trainers nationally.

Once trained, LCA tutors specialize in teaching ESL and reading to adults at a 0-5th grade level. LCA classes are held in churches, libraries, banks, Y's, hospitals, cafeterias, and elsewhere in the community. Tutoring begins on a one-to-one basis and advances to small group sessions with in-

struction provided for one and a half hours, two times a week, over a 12- to 24-month period. LCA's program is targeted chiefly at the native population. Fifty percent of its students are non-white, with blacks the largest component. Most students are high school dropouts 19-26 years old, unable to get employment. But many are middle-aged adults facing new job problems or retirees who are for the first time able to focus on their own educational needs. ESL students form the smallest group of LCA constituents.

SBC makes use of fewer community sites for instruction. Churches are used for ESL classes, schools for tutoring in-school youth, and private homes for tutoring adults. SBC's program includes ESL, citi-

zenship instruction, and American culture and customs. Reading is taught to the 8th grade level, and students are prepared to move into high school equivalency and higher-level adult basic education programs. Assistance is given in handling medical aid problems, tax forms, nutritional problems, and the like. The main emphasis of the SBC program is ESL, which expands or contracts with waves of new immigrants and refugees.

(For further information about the Volunteer Reading Aides Program, write to Marti Lane, Coordinator, Volunteer Reading Aides Program, 2900 Queen Lane, Philadelphia, Pennsylvania 19129, or phone 215-428-2200. For information about the SBC program, write to Mildred Blankenship, Assistant Director, Christian Social Ministries Department, Southern Baptist Convention Home Mission Board, 1350 Spring Street, NW, Atlanta, Georgia 30367, or phone 404-873-4041.)

STATEWIDE PLANNING: AN URGENT NEED

Statewide planning for literacy services is vitally important. The emergence of the National Awareness Campaign makes urgent the need for such planning—to identify and made fuller use of existing literacy services at the local level... coordinate the various local literacy planning groups that exist... assess the need for additional services... and provide a central referral location for literacy groups seeking help and businesses wishing to give planning, in-kind, or financial assistance.

Many states have already set up statewide planning mechanisms—Michigan, Minnesota, Indiana, New Jersey, and Kentucky to name some. Others in the process of doing so include Georgia, California, North Carolina, Rhode Island, Florida, South Carolina, Tennessee, and Ohio. In several states, Georgia for example, business leaders are taking a central role in forming planning bodies. And in others, educational leaders are trying to develop a systematic approach to the involvement of business.

Although some states are further along in their planning than others, all have one or more statewide offices responsible for coordinating the state literacy effort. Persons in these offices have been designated to serve as the main contacts for corporations in need of advice and information on how to become involved and for local literacy groups in need of funding or technical assistance.

The Business Council for Effective Literacy has developed a directory of the key contacts in each state. These are available free of charge to both corporations and the literacy field—and can be obtained by phoning or writing the Council. (See page 12 for address and phone numbers.)

Although some corporations may prefer to help combat illiteracy in states where their headquarters or branches are located, others may want to become involved in national programs as well. CONTACT Literacy Services in Lincoln, Nebraska (800-228-8813) is the best single source of national information. The Business Council for Effective Literacy will also be glad to provide any guidance it can.

MINNESOTA: ONE APPROACH TO PLANNING

The adult population of Minnesota is nearly 3 million. The Minnesota Literacy Council indicates that as many as 900,000 of these people are seriously deficient in their basic skills. Although this is not a new problem, major changes in the state's economy over the last decade have given it special urgency. Minnesota's economy survived the 1970's recession better than most states (the gross state product grew twice as fast as that of other frost-belt states, ranking 13th in the nation), but there was a progressive decline in the traditional industries of logging and mining. This in turn created large pockets of unemployed workers, many of them lacking

basic skills. At the same time, there has been a large increase in the growth of high technology industries and services, with jobs in these areas requiring a work force with solid reading and writing skills. (High tech employment grew by some 20 percent between 1978-82 while the service industry grew by 31 percent from 1975-81.)

Only about 30,000 adults are currently getting literacy instruction in the state. The State Education Department, through the federal ABE program, is the largest basic skills provider, serving about 23,000 persons a year. The ABE program consists of some 65 projects around the state operated largely through school districts. Forty-five of these projects are consortia of two or more school districts working with various public and private organizations to provide education services.

The second largest provider is the Minnesota Literacy Council (MLC), a statewide voluntary literacy organization affiliated with Laubach Literacy. MLC directly operates or provides technical assistance to some 50 voluntary programs in the state, giving special attention to rural areas and to the large urban population of the Minneapolis-St. Paul area. MLC's network of programs presently serves about 4,500 adults. The Department of Education estimates that another 2,500 adults are served by the programs of churches, penal institutions, community colleges, and other community-based organizations.

Thus, an obvious gap exists between the level of need in Minnesota and the current service delivery system.

In 1980, to help overcome the adult illiteracy problem, Literacy '85* was formed. Its purpose was to develop stronger links among basic skills providers in the Minneapolis-St. Paul area and between providers and other urban resources of potential importance (e.g. libraries and social service agencies).

Literacy '85 already has had an impact on the improvement of services in the metropolitan area. Radio and television ads broadcast a special Literacy '85 hotline number that links a beginning reader to a literacy program. To make the public more aware of the illiteracy problem, Literacy '85 runs a varied information program. Recently, it hosted a Mayor's Breakfast attended by more than 120 representatives from business, government, and the literacy community. To help demonstrate the effectiveness of literacy programs to potential funders, Literacy '85 developed a system of uniform data collection on the impact that individual programs have on their students. To help inform tutors, program staff, and those in the state generally, Literacy '85 publishes a quarterly newsletter.

A central goal of Literacy '85 is to forge links between the business and literacy communities. In one collaborative effort, the organization worked with the International Institute to develop a program in basic skills for Indochinese and other non-English speaking employees of the Minnesota Mutual Life Insurance Company. More broadly, Literacy '85 recently surveyed 30 metropolitan area businesses to get their views about their employees' basic skills needs. The results of the survey will be available shortly.

Until recently, however, Minnesota had no comprehensive statewide coordinating body in place or no systematic process for state planning. But representatives of the State Education Department, the Minnesota Literacy Council, and Literacy '85 realized that the emergence of the National Awareness Campaign made such a development essential if local programs were not to be overwhelmed.

Several events have converged to set the state on a comprehensive planning course. In early 1984, literacy leaders in the state convened The Minnesota Literacy Ad Campaign Response Group. Its role was to develop the preliminary agenda for a statewide response to the campaign. Shortly thereafter, as part of his Initiative on Adult Literacy, Secretary Bell wrote to state governors

urging them to form comprehensive state literacy councils. And in May, the Business Council for Effective Literacy initiated a meeting in Minneapolis with Governor Perpich and representatives of the business community and the major literacy providing organizations. As a result, Governor Perpich recently appointed a 25-member State Task Force on Adult Literacy in Minnesota composed of representatives from business, philanthropy, state education boards and councils, broadcasting, community agencies, literacy organizations, and adult illiterates themselves. Steve Hansen, Senior Vice President of Personnel for B. Dalton Bookseller is serving as Chairman of the State Task Force. The group is working to assess the particulars of Minnesota's illiter-

acy situation and to develop a set of recommendations for the Governor by December. It has four broad goals: to bring about an increase in the State's 1985 appropriation for adult literacy; to generate a higher level of corporate support for literacy programs and planning; to improve public awareness of the adult illiteracy problem; and to develop stronger links among and between literacy providers and other resources in the state.

So Minnesota's statewide planning process is in motion, and on a time frame that should position the state for an effective response to the National Awareness Campaign.

*So named to reflect the expected results of a five-year plan developed in 1980. Literacy '85 is currently developing its agenda for the future, which may involve a name change.

CORPORATE LITERACY ACTION

B. DALTON BOOKSELLER: THE LARGEST INITIATIVE

In 1978 a Minneapolis company went in search of an important national issue to support. It discovered a problem then largely ignored by the public and the business community—adult illiteracy. B. Dalton Bookseller—the largest book retail chain in the nation with 700 stores in 500 communities—promptly set out to tackle this problem.

B. Dalton is an operating company of the Dayton Hudson Corporation. For the past 39 years, Dayton Hudson has annually contributed an amount equal to 5 percent of its federally-taxable income for charitable purposes. In 1978 B. Dalton assumed responsibility for its own philanthropic program, with an initial \$16,000 budget and a mandate to use the financial and human resources of the company for some public issue relating to its business.

That same year the Minnesota Literacy Council, a statewide voluntary literacy program, applied for and got a grant from B. Dalton. Dalton's Director of Community Relations and Public Affairs became a Board Member of the Council and got to know its executive director. And, in 1981, Sherman Swenson became the Chief Executive Officer of B. Dalton and embraced the cause. As the company became more active the Minnesota Literacy Council director was hired to help produce a plan of action. A national assessment of literacy programs

was then conducted to learn who was doing what and where, with particular attention to the firm's key markets.

B. Dalton approached the matter of literacy in the same way it set sales goals—through an annual strategic planning process using trend analysis. Research indicated that adult illiteracy was not only a solvable problem ripe for attention, but also a potential threat to B. Dalton's growth as a business and to the health of the market for books.

Finally, with the approval of the Trustees of the Dayton Hudson Foundation, the B. Dalton national literacy initiative was launched. It became the sole priority of the company's corporate public involvement program—all grants and in-kind services were channeled to this area. Last September, B. Dalton announced a \$3 million program (\$900,000 contributed by the Dayton Hudson Foundation) over a four-year period, the largest single commitment to date by a private source.

The news spread quickly to literacy providers. But there was a caveat—to be funded, programs had to be operating where B. Dalton bookstores are located. The purpose of funding would be to strengthen literacy programs already in operation and to develop model projects with potential for improving the national delivery system as a whole.

In 1983, B. Dalton made 169 grants totalling \$532,812. Eight grants went to national organizations, including Laubach Literacy and Literacy Volunteers of America. The Coalition for Literacy received the largest grant, \$50,000, to help support its national media campaign. Over 90 grants, in 28 states and Washington, D.C., supported

state and local adult literacy organizations. The remaining funds went to reading programs for children and youth. Many grants were for general program operating costs; others underwrote staff development, instructional and public relations materials, and leadership training for volunteers.

Funding for literacy programs is only one facet of B. Dalton's literacy initiative. Another is to provide management and technical assistance to literacy program operators. And a third is to encourage the participation of company employees in voluntary literacy

programs. In the latter area, a campaign to enlist employees on all levels has been launched with the goal of recruiting about 10 percent of B. Dalton's 8,500 employees. A recent survey showed that some 275 are already taking part in local programs, primarily as tutors, and that 27 of 40 B. Dalton regional managers are now serving on boards and advisory committees of local or state literacy organizations.

B. Dalton has planned its national literacy initiative through 1986. Volunteers are central to its strategy as is the continued alloca-

tion of company resources. One goal in the four-year plan calls for an increase in the number of community-based volunteer programs supported in its markets from 105 to 300. Another goal is to increase the number of literacy volunteers in those programs from 16,000 to 50,000—and to that end the company is preparing posters and book-marks to attract potential volunteer tutors while they purchase books in local B. Dalton stores.

WHAT OTHER CORPORATIONS ARE DOING

GRANTS AND IN-KIND CONTRIBUTIONS TO EXTERNAL PROGRAMS

Many businesses provide grants and advisory or other in-kind support for externally-operated adult basic skills programs. Support is usually given to programs which serve the residents of communities in which the businesses have branches. But in some cases the programs serve a state, regional or even national clientele. Some illustrative examples follow.

ARCO Chemical Company, Sun Company, ARA Services, CIGNA, Mellon Bank, Gulf Oil, IBM, The Philadelphia National Bank, The First Pennsylvania Corporation, and some 30 other area companies have recently provided funding for Philadelphia's Center for Literacy. These grants range from under \$1,000 to over \$10,000 and aim to help expand the Center's adult basic skills services at several tutoring sites around the city. Private sector support for the Center has grown from under \$5,000 in 1982 to an expected \$143,000 in 1984, much of the increase attributed to the work of dedicated business leaders (particularly the representative from Mellon Bank) who serve on the Center's development committee.

Ashland Oil Foundation has recently pledged \$75,000 to Kentucky Educational Television, for support of a statewide effort to improve the basic skills of adults.

Chicago Tribune Charities recently announced a grant program to help literacy providers in Chicago area communities better serve adults with basic skills problems. A secondary focus of the program is on enhancing the literacy of school-age students. The 1984 and 1985 grant budgets are \$100,000 and about \$150,000 respectively for grants of up to \$5,000 each.

The First Union Corporation and several other local businesses have recently provided funding to North Carolina's Central Piedmont Community College for its Adult Basic Literacy Education Project (ABLE). ABLE offers specially-designed tutoring, including computer-assisted instruction, to adults whose reading skills are below the eighth grade level.

The Gannett Foundation has for several years made small grants to literacy programs located in communities served by Gannett publications. The Foundation recently granted \$73,000 to Literacy Volunteers of America for preparation of a tutor's guide to be used in conjunction with newspapers as an instructional tool.

The General Electric Foundation has granted \$75,000 to the Coalition for Literacy for support of its three-year national adult literacy awareness campaign.

Grumman Corporation is developing a program in which its employees will be trained by Literacy Volunteers of Nassau and Suffolk Counties in New York State to serve as voluntary literacy tutors in their programs.

Household International, Amoco Oil Company, and Nalco Chemical Company provide financial and/or in-kind support to Literacy Volunteers of Illinois and are represented on its board.

The Kansas City Star, Hallmark Cards, and other local businesses are providing grants and in-kind support, including free publicity to Project Literacy in Kansas City. One feature of the project is its use of the daily newspaper as a teaching tool.

NCNB Corporation encourages its employees to work as volunteer tutors in the program, and representatives of The Greater Charlotte Chamber of Commerce and several local businesses serve on the project's advisory committee.

Northwestern National Life Insurance Company has 35 employees serving as volunteer tutors in Minnesota's Twin Cities literacy programs. This employee-managed volunteer group also works in non-literacy programs and is reportedly the largest volunteer effort of any company in the Minneapolis-St. Paul area.

Pacific Gas and Electric has for several years given grants and advisory support to such groups as the Bay Area Urban League Training Center, the East Bay Skills Center in Oakland, and the Opportunities Industrialization Center West in Menlo Park for job training programs in which basic skills tutoring is an integral part. PG&E also gives release-time to employees who serve as volunteer tutors in a basic skills program of the San Francisco Community College District.

JCPenney Company and New York Life Insurance Company are regular funders of Literacy Volunteers of New York City. Both companies also provide space on their premises for LV-NYC's one-to-one and small group instruction for the general adult population.

Standard Oil of Ohio has recently provided funds to Cleveland's Project Learn for books and other instructional materials to be used by adults with poor reading skills. As part of the Project Learn program, **Ameritrust** has contributed video equipment for tutor training and funds for development of a reading materials catalogue system to be used by cooperating libraries.

J. Walter Thompson, The European-American Bank, Reader's Digest, Ernst and Whinney, and CBS have been providing advisory and other in-kind assistance (e.g. accounting services and telephone public service ads) as well as some financial assistance, to the American Reading Council. Historically the Council's emphasis has been on reading projects for children and parents but it is attempting to increase its service to adult learners in general.

Time, Inc. provides funding to the national office of Laubach Literacy (Syracuse) and Literacy Volunteers of New York City. The company also funds and is represented on the board of the Literacy Assistance Center of New York City, a citywide coordinating center for literacy programs and planning. It also is

developing innovative teaching aids for literacy tutors to use in conjunction with articles in **Time** and **Discover** magazines.

INVOLVEMENT IN LOCAL, STATE, AND NATIONAL PLANNING

Many businesses are involved in planning for adult literacy. Among them are the following:

The American Association of Advertising Agencies works in various ways in the field. It had a leadership role in founding the Coalition for Literacy and in planning the Coalition's national adult literacy awareness campaign.

The Boston Private Industry Council works with the city's job opportunity program to develop policy, political support, job placement opportunities, and skills training programs. Basic skills classes are part of the overall effort and include large numbers of immigrant women. The Boston PIC favors an approach that develops basic skills and job opportunities simultaneously.

Eastern Airlines and New York Telephone are working with the New York City and Miami private industry councils on programs similar to Boston's. Basic skills classes figure centrally in these programs as well.

The Knight Publishing Company was a founding member of Literacy Action of Charlotte, a coalition of business, education, and social service organizations which since 1979 has taken an active role in fund-raising for literacy programs in the area and in recruiting literacy tutors and students.

Standard Oil of Ohio is funding a planning project at Cuyahoga Community College in Cleveland to clarify the extent of the illiteracy problem in that area, what is being done about it, and what action is needed.

OPERATION OF IN-HOUSE PROGRAMS

Many companies have established in-house basic skills programs for their own employees. Some examples are:

Aetna Life Insurance Company in Hartford offers a 15-week program of adult basic skills for employees who have not completed the ninth grade, as well as English language classes for foreign-born employees and a high school equivalency preparation course for employees with a basic skills mastery above the ninth grade level.

The Bank of Boston, Blue Cross/Blue Shield of Massachusetts, The Bank of New England, and other Boston-area businesses have contracted the services of The Continuing Education Institute to develop individually-tailored basic skills classes for company personnel. The companies pool their resources by providing common classroom space and other support services. Each company pays the tuition fees of its participating employees. The companies report that those employees who have successfully completed the program to

WHAT OTHER CORPORATIONS ARE DOING (Cont'd)

date (43) have earned a high school diploma from a collaborating area high school, increasing both their self-confidence and their opportunities for job advancement and further education.

Consolidated Diesel has contracted with an educational consulting firm to provide a computer-assisted program in basic reading, writing, and math for workers at its new North Carolina facility in Rocky Mount. Employees are urged to put their upgraded basic skills to immediate use on the job. This program is part of an overall development effort to create a more efficient "team" approach to management.

General Motors, in collaboration with **The United Auto Workers**, conducts basic skills programs for workers at most of its plants in the U.S. Education staff in each plant tailor the programs to the specific needs of their employees. The General Motors programs make heavy use of computer-assisted instruction, and many aim to prepare workers to operate new robotic and other equipment being introduced into the factories.

New York Telephone sponsors basic skills classes for its employees, using City University of New York staff and facilities. The program, which already has served some 3,000 persons, aims to upgrade basic skills so that employees are better able to pass exams needed for job advancement within the company.

Rockwell International has for the past five years provided basic skills training (with special emphasis on math skills) for workers in its Colorado facility. The classes prepare workers for apprenticeship exams in the various skilled trades required by the plant. General basic skills classes are held at a nearby community college, while job-specific training is conducted at the plant.

A Note To Our Readers

We at BCEL would very much like to hear from our readers about the usefulness of this issue of our newsletter. Suggestions on how to make future issues even more helpful also would be welcome.

RECENT BCEL ACTIONS

Although the Business Council for Effective Literacy is dedicated to facilitating corporate involvement in efforts to combat adult illiteracy rather than to making direct grants itself, two recent exceptions were made for activities that are both nationally urgent and central to advancing the Council's goals.

In June, after several months of review and planning, the Council made a two-year matching grant of \$400,000 to the American Library Association (fiscal agent for the Coalition for Literacy) to ensure that the Coalition's multi-media National Adult Literacy Awareness Campaign would be launched on schedule. Council funds were granted primarily for Advertising Council production costs and a national telephone referral service. (For details about the campaign see pp. 3-4 of this newsletter.)

In March, in a related action, the Council granted \$50,446 to the American Association of Adult and Continuing Education for a six-month project to examine the resource and funding needs of literacy programs nationwide as they attempt to meet current and future demands for their services. The AAACE report, to be titled *The REAL Study* (Report on Expanding Adult Literacy Services), will be submitted to the Council in early October. It should be of interest to federal and state educational planners and the business community, and the Council hopes to distribute it widely later this fall.

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Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

A MESSAGE TO CORPORATE CEOs

from

Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, Business Council for
Effective Literacy

There can be no one more appropriate than the CEO in determining a corporation's priorities of interest. The purpose of this message, therefore, is to convey to you the increasing magnitude of the adult functional illiteracy problem, its serious implications for business, and steps which your company can take to meet this national challenge.

Twenty-seven million adult Americans, seventeen and over, lack the ability to read and write to enable them to function effectively at everyday tasks. And the basic skills of another forty-five million are barely marginal. Large numbers of these people are unemployed. Others are included in our workforce, and virtually all businesses are adversely affected, as employees with weak or nonexistent reading and writing skills result in lower productivity, lost supervisory time, and restricted mobility and promotability.

Corporations are faced with an increasing amount of costly in-house basic skills training, but this training added to what is being done by the various literacy organizations and programs is only meeting an estimated 5 percent of the problem. And functional illiteracy is growing by 2¼ million adults a year.

No one segment of society alone can have an appreciable effect, and it is increasingly realized that a coordinated approach among government, business, and the literacy field is vitally necessary. In recognition of this need, Secretary of Education Bell about a year-and-a-half ago announced a national literacy initiative and strongly urged state governments to establish central adult literacy councils—to serve as the spearhead for statewide literacy activities and to be the planning and coordinating mechanisms for literacy services.

With them, we can more precisely define the adult populations in each state, and better identify available program resources, chart

the development of new programs, and provide the assistance needed to expand and strengthen literacy services. And of prime importance, these state councils are an excellent way to actively involve the business community, which could contribute not only financial resources but also management, planning, and organizational skills.

The feature article in this Newsletter deals with these state efforts with specific examples of how they work. But the bottom line on that activity is that only twenty states have now acted to create such statewide planning bodies. The other thirty states have not yet done so. And all concerned have a strong stake in getting them to do so.

This month has seen the start of a nationwide public awareness campaign through magazine, TV, and radio ads, sponsored by the Coalition for Literacy and the Advertising Council and made possible by our Business Council's \$400,000 grant for start-up costs. It would be tragic if the expected fine results from that continuing campaign were vitiated by lack of sufficient response mechanisms, which in turn depend heavily on good statewide planning.

Encouraging steps are being taken in this functional illiteracy battle, but we must build in more business involvement to really move us forward. You may ask what can one corporation do.

The most useful first step your company can take is to have an executive in each community in which you have substantial operations become involved with whatever group is coordinating public and volunteer literacy efforts.

If it is not already known to you, the local public library or school superintendent's office can identify such a group. Or call our Council.

All of the local literacy programs need financial and in-kind assistance. And that need will be increased by the public awareness campaign. Modest contributions from your own company would make a great difference as would your help in raising funds from other businesses in the community. And the programs need in-kind help, such as end-of-day use of a company cafeteria for tutoring,

or promotional or publicity guidance, or equipment donations.

Conversely, the local literacy professionals can help you with advice, materials, and teachers if you are considering in-house basic skills programs for your own workforce. Or again, call our Council for assistance.

There are national programs that also merit your help—for example, the Coalition for Literacy for its public awareness campaign, or the national offices of Laubach Literacy, Literacy Volunteers of America, or the Association for Community-Based Education, which provide training, materials, and leadership to local units throughout the country. And there is the Business Council for Effective Literacy itself, which now requires added funds in its efforts for business involvement, assistance to the literacy field, and work on state planning.

The Business Council for Effective Literacy is a publicly supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. We support a small, highly trained, professional staff to interact with literacy groups and planners around the country—continually assessing their activities, needs, and concerns—so as to provide responsible advice to the business community on the opportunities for their involvement and funding.

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NEWS IN BRIEF

Ad Council Awareness Campaign Launched

The Ad Council's three-year national awareness campaign was launched on December 12th. Ads built around the slogan "The only degree you need is a degree of caring" aim to mobilize a national cadre of volunteers to tutor adult illiterates. Ads already have begun to appear on television and radio and in consumer magazines. The campaign also features business press ads to encourage corporate support of literacy programs. Volunteer tutors are urged to call 1-800-228-8813 to be placed with local literacy programs and businesses are asked to call or write to the Business Division, Coalition for Literacy, Box 81826, Lincoln, Nebraska 68501-1826. BCEL, which gave major start-up funding for the campaign, can also provide guidance to businesses on how to help.



The Federal Adult Literacy Initiative

At a recent ceremony in Washington, departing Secretary of Education T.H. Bell reflected on the Departmental achievement of which he is most proud—the excellence in education movement. He considers the Adult Literacy Initiative to be a major part of this movement, and said that he is pleased with the growing national response to the call for support of literacy. The Secretary has strongly encouraged the private sector to act in its own best interests, and those of the nation, by sharing its financial and human resources with literacy programs around the country. He noted that "without corporate involvement, it will be difficult indeed to have a real or lasting impact on functional illiteracy in America." in introducing Harold W. McGraw, Jr., Secretary Bell remarked, "I will reiterate what President Reagan and I have said before—the Business Council for

Effective Literacy is a pioneer example of public-private sector partnerships for literacy."

Students As Tutors

Students working as part-time tutors and staff in community programs serving 8,500 illiterate adults have been very successful according to a recent assessment of a special pilot project of the College Work-Study Program. The report, sponsored by the National Association of Student Employment Administrators and written by Ruth Nickse of Boston University, is based on data gathered from 18 colleges and universities participating in the two-year project with the U.S. Department of Education.

According to the report, college students are a potentially promising and inexpensive new source of help in the battle against adult illiteracy. So far, 256 students have worked on and off campus—in some cases for college credit—in schools, libraries, hospitals, literacy councils, and other settings. Tutor training included general orientation plus specific instruction in teaching reading, writing, and math. Everyone involved is enthusiastic about the program.

Despite its potential, the program is threatened by uncertainty over funding. Wages for literacy workers make up only 45 percent of the colleges' budgets, and are paid through their federal Work-Study allocations, but program operating costs have had to be absorbed by the institutions. Thus, new funding is essential to continue the programs and to implement them elsewhere—and it is important for that funding to come in a form that does not draw students away from college jobs historically paid for by the Work-Study program, as that is an important source of inexpensive labor benefiting both the institutions and the students.

ABLE: Computers for Literacy

Project ABLE (Adult Basic Literacy Education) has pioneered the use of computers to teach adult basic skills. A program of Central Piedmont Community College in North Carolina, ABLE has helped some 1,200 functionally illiterate adults to date and reportedly achieves the same learning results in half the time of one-to-one tutoring programs. It has attracted the interest of the League for Innovation in Community Colleges which hopes to implement the program in some of its other member institutions, but one obstacle to expansion is the lack of instructional material designed specifically for adults. At a cost of

about \$250,000, ABLE plans to produce the needed courseware (using interactive videodiscs) and a major evaluation program will make sure the new material is effective. ABLE has asked the Fund for Improvement of Postsecondary Education for funding, and may also need help from other sources. (For more information, contact Bette Angotti, CPCC, Box 35009, Charlotte, N.C. 28235, or phone 704-373-6633.)

LVA Fund Campaign Targets Business

Corporate support plays a major role in the new \$10 million development campaign of Literacy Volunteers of America. LVA provides training and other assistance to individuals and organizations that operate volunteer tutoring programs in the basic skills. Leonard Hall, a retired executive of Carrier Corporation, has become LVA's Volunteer Director of Resource Development. Hall is developing the campaign to appeal primarily to business. The goal is to underwrite the costs of a major program expansion to significantly increase volunteer literacy services nationwide. LVA aims to make services available in all 50 states by 1987. (For more information, contact Jinx Crouch, Executive Director, LVA, 404 Oak Street, Syracuse, N.Y. 13202-2994, or phone 315-474-7039.)

ACBE Forges New Links

The Association for Community-Based Education in Washington is about to launch a project to link thousands of community-based organizations in the country to its national agenda. The project will develop an information data base about CBO basic skills programs for the use of literacy planners and funders. It also will establish advisory and resource services to help CBOs solve specific problems, promote their interests through advocacy and collaboration, and operate a mini-grant program to help them strengthen and expand their basic skills services. The project will cost an estimated \$140,000 in each of the next three years and ACBE now seeks corporate funding for these costs. (For more information, contact Chris Zachariadis, Executive Director, ACBE, 1806 Vernon Street NW, Washington, D.C. 20009, or phone 202-462-6333.)

France Confronts Illiteracy

Developed countries other than the U.S. have adults who can't read or write. A recent news report from Paris announced a 147-page report, *Illiteracy in France*, which concludes that 15 percent of French adults are totally illiterate and 60 percent read their na-

tive language with difficulty. The French government has launched a national campaign to fight illiteracy with the creation of a permanent commission, the development of special libraries and resource centers, and a national system of teachers specially trained in the adult literacy field.

Self-Help

The Navajo Tribal Council has produced an educational policy statement that includes a literacy program. They plan to fund the program themselves with money from their coal, petroleum, and other mineral resources. Mary Ellen Creaner, Division of Education, Navajo Tribal Council, Window Rock, Arizona, can provide more information.

VOA Joins Illiteracy Battle

Volunteers of America—a national network that recruits volunteers for various social service programs—recently kicked off adult literacy programs in Houston, Boston, Oakland, Rochester, and Harrisburg, and hopes to expand to 20 cities by mid-1986. Local VOA chapters will work with existing literacy agencies in the cities to recruit and train local volunteer tutors. Computer-assisted instruction will be an integral part of the programs, using hardware donated by Apple Computer. VOA is seeking funding from other sources. (For more information, contact O.P. "Boots" Hoffman, Director of Development, VOA, 3813 N. Causeway Boulevard, Metairie, LA 70002, or phone 504-837-2652.)

Just Off The Press

Literacy '85 has completed a survey of 30 businesses in the Minneapolis-St. Paul area. Among the major conclusions reached are that area employers lack the awareness, information, and/or expertise to develop needed company-sponsored basic skills programs. But they are concerned about the promotability of many workers and about how to meet their future need for trained workers. The survey report, which offers ideas on how the business and literacy communities can work together, is available for \$7.50 from Literacy '85, 1080 University Avenue, St. Paul, MN 55104, or phone 612-644-9978.

From the National Adult Literacy Project, six new reports are available. For information contact The Network, 290 South Main, Andover, MA 01810, 617-470-1080.

- *Broadcasting and Literacy: Strategies for Attracting the Least Served Adult Illiterates*
- *Tracing the Federal Role in Promoting Innovation in Adult Basic Education*

- *Giving Literacy Away: Extending the Outreach and Capacity of Adult Training*
- *Functional Literacy and Preparation of Disadvantaged Youth for the Workplace*
- *Guidelines for Promising Literacy Practice*
- *Functional Illiteracy: Issues, Experiences & Dilemmas*

From B. Dalton Bookseller, *Guidelines for Effective Adult Literacy Programs* provides practical advice on how to assess the effectiveness of a literacy program. Copies can be obtained from B. Dalton, 7505 Metro Boulevard, Minneapolis, MN 55435, 612-893-7600.

Books in Our Future, a new report from the Librarian of Congress, presents a program for combating illiteracy and provides recommendations for action by private organizations, the Congress, the Executive Branch, and the Library of Congress. Issued as Senate Report 98-231, it is available for \$2.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20502.

COMMUNITY VOICES

"My kids show me their homework but I can't help them. I feel like they're moving ahead and I'm standing still."

"I filled out a job application at Woolworth's but they said I didn't do it right and turned me down."

"I don't want to do housework, but it's the only job I can get."

These three people all need help. They are Hispanic women living in East Harlem who are held back because they can't read, write, or do basic math. But now they have a ray of hope thanks to the basic skills classes they attend five days a week at the Union Settlement Association.

Founded in 1895, Union Settlement is a social service agency dedicated to helping the various immigrant groups that have settled in East Harlem, which is now predominantly Hispanic. The Settlement is typical of many community-based organizations. It serves a poor neighborhood beset by unemployment, crime, deteriorating housing. Many people are on public assistance and can't read or write. Raising literacy is one goal of larger programs that provide job training, senior citizen and day care centers, shelters for battered wives, and classes in health, nutrition,

and consumer education. The Settlement offers adult basic skills classes in Spanish, presently attended by some 80 people, along with ESL three times a week. The three women quoted above see themselves coming closer to their goals. "Now I can help my children with their homework".... "Some day I want to be a nurse".... "If I went back to Woolworth's, I'm sure I could fill out the application now."

The National Congress of Neighborhood Women, another community-based organization, helps poor, working-class women in the ethnically-mixed Williamsburg-Greenpoint section of Brooklyn. "Our needs are different from those of traditional middle class women," says Sally Martino-Fisher, one of the group's founders. "We are homemakers, women raising children, often by ourselves, concerned with schools, housing, safe neighborhoods, health care. Many of us gave up our own education to raise our families." In addition to a broad social agenda, NCNW's education programs include an in-house college degree in human services from Empire State College, a high school equivalency program, and adult basic education classes in reading, writing, math and ESL, all geared to the needs of the students and the realities of life in their neighborhood. Maria Rodriguez plans to go from adult basic ed right through college all in the same place. "I dropped out of school but after all these years I decided to come back. It's just like a family here."

The Fortune Society in midtown Manhattan serves a different population. "I spent seven years in a job at the Treasury Department and I couldn't read or write," says Al Chiaramonte. "I got by because my mother filled out my job application and my friends at work put the right information on the paper when I unloaded the trucks. Then I got into trouble with the law." When his parole officer sent Al to Fortune his life began to change. Fortune offers counseling, job training, and one-to-one tutoring for ex-offenders and kids in trouble with the law. "I was almost in tears," says Al, "that I finally found a place where I could learn to read and where people really cared about me." He hopes to become a computer programmer. "It costs \$25,000 to keep a convict in prison for a year," observes Lynne Ornstein, director of the education program. "If we could take a year to give that person skills so he can feel better about himself, get a job, and not commit a crime again, imagine how much money and how many lives we could save."

STATE PLANNING UPDATE

Some 27 million adult Americans lack the basic skills needed to function in their everyday lives and the workplace; another 45 million have only marginal skills. To solve this problem will require far greater public awareness, a major new concentration of public and private resources, and better planning at all levels of society. But the Ad Council's national literacy campaign will greatly increase the demand on already-strained local service providers, and it makes urgent the need for statewide planning.

Several national groups have been communicating with state leaders for the past few months to urge and assist the formation of statewide planning bodies. A recent look at the status of such developments reveals that: Twenty states have adult literacy councils* in place or soon will have; twenty-three do not yet have or show signs of creating them (though they report some increase in their general literacy activity); and seven report no significant literacy activity at all.

That 40 percent of the states have acted to create statewide planning bodies is good news. That 60 percent have not is reason to stress why they are so urgently needed: namely, to provide a systematic and comprehensive approach to managing and assessing problems...identifying and making full use of available resources...and developing needed services and the funding and political support for them.

Experience suggests that four ingredients are key to the success and effectiveness of literacy councils:

- *All interested and affected groups in the state should be actively involved:* government...education...business and industry...libraries...voluntary and community service organizations...and usually others.
- *Funding must be provided to cover operating costs.* It need not always be new money; often funds can be found by reallocating existing state resources.
- *The councils must be adequately staffed.* One or more persons are required for leadership and administration. Again, this need not always mean new people; often person-

nel can be redeployed from existing organizations.

- *The council should be as "turf-neutral" as possible* so that its planning isn't handicapped by the preferences of particular vested interests.

States that wish to get on with establishing their own statewide planning bodies may find it useful to consider the organizing patterns of the Indiana and South Carolina models described below. (Others will be given in future newsletters.)

Indiana's Adult Literacy Coalition

In the late 1970s and early 80s, Indiana ranked second in the country in statewide unemployment. In January 1982, 12 percent of the workforce was unemployed; in some counties, 23 percent. In addition, 1.1 million persons—more than one third of the state's population over the age of 25—had not completed high school. Only four to five percent of this group is currently enrolled in literacy programs.

"I am painfully aware of the threat illiteracy poses to Indiana's progress," noted Governor Orr at the August 1984 Governor's Conference on Partnerships for Adult Literacy. "Tremendous technological change is forcing our attention on education and skills retraining. Our efforts to equip workers with new skills are destined to failure if they do not have the basic skills needed to take advantage of retraining programs."

I see the Indiana Literacy Initiative as helping us not only with our fight against illiteracy, but with our overall economic development strategies as well.

...Governor Robert Orr

Although conditions in Indiana had already spawned a plan to address the illiteracy problem, the Ad Council campaign gave a boost to the effort: In October 1983 the governor appointed the 25-member Indiana Adult Literacy Coalition to provide direction for advancing literacy in the state.

Members were nominated by the superintendent of public instruction, and many were persons with civic clout. They were the heads of the Indiana School Boards Association, the Chamber of Commerce, and the Department of Education; the deputy mayor of Indianapolis; and representatives from voluntary and community-based organizations, ABE, the libraries, the religious community, busi-

ness, labor, the corrections field and elsewhere.

To carry on the day-to-day work, a small staff was put in place. A cadre of literacy professionals was assembled—the Practitioner Resource Cadre—to be sent into communities to help start new programs or improve existing ones. And seven subcommittees were set up—consisting of volunteers from each of the interested communities represented on the Coalition—and given responsibility for: *Public Awareness, Model Programs Recognition, Private Sector Linkages, Resource Development, Education and Training, Long-Range Planning, and Fund Raising.*

The scope and details of the subcommittee operations as they reach down to the local level are very instructive, but exceed the space available here. Here is one example, however, from the Model Programs Committee. One of its tasks was to fix criteria for selecting programs of excellence in three specific areas: instructional methods; recruitment, training, and use of volunteers; and partnerships with private groups. Applications were elicited from programs that wished to be considered models, site visits were made, and seven programs were chosen for public recognition and gubernatorial awards.

One of the award-winners was a partnership model involving Marshall County Adult Basic Education, Inc., a private nonprofit education provider, and the McCord Corporation, a manufacturer of radiators. Together they had developed a program for employed and laid-off workers, using the problems and vocabulary of the workplace and math lessons built around special measurement tools needed for the job. An unexpected ripple effect was the return of many workers for high school equivalency diplomas.

Suzanne Zinser, President of the Indiana School Boards Association, was appointed by the governor to chair the Coalition. Day-to-day responsibility for administration is shared by two persons who have other full-time jobs—Mary Greich-Williams of the Education Department's Division of Adult and Community Education, and Linda Kolb of the Governor's Voluntary Action Program. They have part-time help from people in their respective offices.

The cost for the Coalition's first year of operations, including staff, was covered by contributions from the two administering agencies, professional associations, and private donors. A \$5,000 grant from Lilly

*Some are not called "councils." They may be coalitions, committees, or alliances. Whatever their names, they are widely representative in composition and comprehensive in their functions. They are not to be confused with the hundreds of local groups with "council" or "coalition" in their names, most of which provide tutoring and tutor training.

Endowment will help with the second year. Coalition and subcommittee members contribute their services.

Among the political strategies to enlist the full cooperation of all groups with an interest in literacy was that (a) the governor himself was the visible convener of the Coalition; (b) the Coalition chairperson came from outside the literacy field; and (c) the subcommittees were chaired by Coalition members representing the different interest groups. In this way the effort has been kept "turf neutral."

Though the Coalition has not developed legislative recommendations as such, the climate of support that has been created is thought to be responsible for recent recommendations to the state legislature by the governor and the superintendent of instruction for an increase in the current \$5.45 million for adult education programs to \$7.0 million in 1985-86 and \$8.4 million in 1986-87.

(For more information, contact Mary Greich-Williams, Director, Division of Adult and Community Education, Department of Education, State House, Room 299, Indianapolis, IN 46204, or phone 317-927-0344.)

South Carolina's Reading Campaign

In South Carolina nearly half a million persons—roughly 25 percent of all adults—are functionally illiterate. In eleven counties, the figure is about 34 percent. But of all those who need help, only 16 percent are receiving it. The impact of this problem reverberates throughout the state. Its major industry, textiles, uses large numbers of assembly-line workers but is in rapid decline because of foreign imports, while efforts to attract high tech, health science, and other industries are hampered by the low literacy level of the labor pool.

To counteract the illiteracy problem, in 1980 the South Carolina Board of Education implemented a statewide Reading Campaign with the active support of Governor Richard Riley and Lt. Governor Mike Daniel. The Campaign's primary goal was to promote awareness and the development of tutoring services throughout the state. A Reading Campaign Advisory Council was also established—comprised of legislators and educators, and business, community, social welfare, and church representatives—and Mrs. Ann Riley, the governor's wife, was named to chair it.

Basic responsibility for statewide literacy planning and for advancing the Reading

Campaign rests with the Department of Education, which reports to the Advisory Council. The department's activities are closely coordinated with the State Library System and the South Carolina Literacy Association (SCLA), and there is regular input from other groups.

The State Library, a relatively new catalyst on the literacy scene, has been working increasingly as a partner in the Campaign and, since late 1983, has been making grants to libraries to encourage them to work with local agencies to develop literacy services.

The SCLA, an independent organization formed in 1969, operates a network of local voluntary tutoring programs, and apart from the ABE program, is the largest service provider in the state. But SCLA also has been helping communities create and operate their own local planning councils. These councils serve as the organizing centers for ABE, library-sponsored, and other local services as well as those of SCLA itself. They also help recruit and place students, train tutors, and promote general public awareness.

Forty-three of South Carolina's 46 counties have one or more local literacy councils. Usually their membership is broadly representative of local resource groups and interests.

While the councils are autonomous, they are funded by school districts and/or private donors—and sometimes school districts provide seed money until funds can be raised from other sources. The key to their stability and success is that they are managed by paid professionals on a part- or full-time basis and do not have to rely solely on volunteers.

There are at least two paid professionals in almost every county of the state—and, not surprisingly, SCLA records show a strong relationship between the number of paid literacy professionals working in a county and the level of student enrollment in the area's tutoring programs. Typically, these two persons are a local ABE director and a literacy coordinator reporting to the ABE director. (The coordinators represent a new cadre of professionals hired as part of the Reading Campaign from state ABE funds.) These two people work together to develop resources for all service providers in the county and to keep the overall literacy effort coordinated.

"We see ABE and the other literacy programs as a unified whole, not separate entities," says Walter Tobin, director of the State's Office of Adult Education. "They're

all responsible for serving the undereducated adult, just in different settings."

The system recognizes, and institutionalizes, the fact that formal classroom settings will not work for low literate adults.

...Joan Harris, Exec. Dir., SCLA

This coordinated approach makes for better articulation of program functions and more sensitive placement of students. For example, SCLA specializes in zero to fourth grade reading. Adults who fall in that range have failed in the school system, are alienated from it, and require intensive one-to-one tutoring in a personal setting. The school-based ABE programs, however, are obliged to teach mostly in groups or classes because of budget constraints. Thus, students at the lowest end of the literacy scale can be placed in SCLA programs until they have achieved a fourth grade level and then moved into ABE.

Another advantage of the unified approach is budgetary. Once a student is tutored for 12 hours, whether or not under the aegis of ABE, that student generates a budget allocation from the state just like any other student in the public system.

More than 30 companies in the state, among them major corporations such as Spring Mills, Duke Power, and DuPont, have been operating employee basic skills programs in which they receive the services of the ABE or SCLA programs. The programs provide them with classroom teachers and tutors, often training their own employees to tutor. Usually the companies provide the site, funds for materials, and release-time for the employees, and sometimes they give bonuses to participating employees. Often, company representatives serve on the boards of the local literacy councils.

Another advance in South Carolina's effort may result from a proposal recently submitted to the legislature by Lt. Governor Daniel, calling for the state to match, up to \$50,000, every dollar contributed by the private sector to literacy. The Lt. Governor also is trying to set up a private literacy foundation that would match the monies raised by communities from public and/or private sources.

(For more information contact Walter Tobin, Director, Office of Adult Education, Department of Education, Room 209-A Rutledge Building, Columbia, SC 29201, phone 803-758-3217; or Joan Harris, Executive Director, SCLA, 815 Elmwood Avenue, Columbia, SC 29201, phone 803-256-0550.)

BASIC SKILLS ON THE JOB

Every day companies lose money because their employees can't read, write, or compute well enough to do their jobs efficiently. Workers who can't read warning signs, mistakes made preparing or reading correspondence, time lost lecturing on the use of new equipment are all costly, and sometimes dangerous. This problem is addressed in a new paper that describes job-related basic skills requirements of the workforce, reviews three case studies of successful basic skills programs, and tells organizations how they can develop programs geared to their own special job needs. The report, *Job Related Basic Skills: Cases and Conclusions*, is written by Thomas Sticht, Professor of Industrial Psychology at the U.S. Naval Postgraduate School and President of Applied Behavioral and Cognitive Sciences, and Larry Mikulecky, Associate Professor of Language Education at Indiana University in Bloomington.

The authors first discuss two trends that are influencing the demand for basic skills, namely the changing nature of the workforce and the increase in service and technology-related jobs that require higher levels of basic skills than ever before. The number of 18-24 year olds, traditionally entry-level workers, is declining. Between 1981 and 1995 this age group will drop another 22 percent. Furthermore, greater numbers of high school graduates are choosing to go on to college, leaving a less educated pool to enter the job market. In the 1930's, 85 percent of high school graduates were available for entry-level work. Now, that group has shrunk to 44 percent.

At the same time that the pool of entry-level workers is declining, the demand for higher levels of basic skills in entry jobs is steadily increasing. "Muscle work" jobs requiring few basic skills are rapidly disappearing or being upgraded, while service fields like secretarial and accounting and technology-related jobs are growing. By 1990, the greatest growth will be in such fields as industrial robot production, energy, and industrial laser processing. According to a 1982 survey by the Center for Public Resources, 65 percent of responding companies reported that basic skill deficiencies limit the job advancement of high school graduate employees. Thirty percent said secretaries have difficulty reading at the level required by their job, 50 percent reported managers and supervisors were unable to write error-free paragraphs, and 50

percent noted bookkeepers and other skilled employees were unable to use decimals and fractions in math problems.

Not only must today's workers be able to read, write, and compute at fairly high levels, they must be able to use these skills to accomplish tasks, make assessments, and solve specific problems on the job. One study of occupations ranging from executive vice president to forklift driver revealed that time spent reading print, graphs, charts, and computer terminals averaged about two hours a day. Difficulty levels for most reading materials ranged from 10th to 12th grade. Research shows a definite correlation between job performance and a worker's basic skill level. Performance appears to decrease when reading skills are more than two grade levels below the level of job instructions.

Although there are signs of increasing involvement, business and industry still play a limited role in providing basic skills training to their employees. A survey of general training in 610 U.S. companies estimated that in 1977 employers spent \$1.6 billion nationally training 4.3 million employees (roughly 1 in 8). However, only 8 percent of the companies surveyed reported instruction in basic skills. Large companies were more likely to have basic skills programs than smaller ones, and financial institutions averaged more than other kinds of organizations. A 1982 survey of 25 Fortune 500 companies found that only 9 percent provided basic skills programs and 14 percent offered English-As-a-Second-Language.

The authors present three case studies as examples of how companies can design employee basic skills programs. All three cases used instructional materials developed in the context of specific job requirements. In Chicago in 1981 and 1982 word processing operators were in very short supply. The local Private Industry Council hired a private consulting firm to teach word processing skills to 100 disadvantaged, unemployed CETA* applicants. The program combined basic skills instruction with job training and used performance levels of employed word processors as criteria for successful program completion. Eventually 70 percent of the trainees found employment as word processors. In the second case, workers at a city wastewater treatment plant had to learn new clear water guidelines using super cooled oxygen and nitrogen, dangerous chlorine

gases, and computer monitoring of micro-organisms. A university reading specialist, working with an engineering firm, helped raise workers' reading levels to the point where they could master the technical vocabulary, concepts, and materials of their new jobs. Nearly half the students who took the special basic skills instruction passed their technical classes (fewer than 5 percent would have passed without it). In a third case, the U.S. Army determined reading levels needed to perform specific army jobs and then launched a basic skills program to bring soldiers with low reading levels up to minimum job levels. Actual job materials were used for both instruction and testing. After six weeks, the trainees had gained about two reading levels.

In developing a job-related basic skills program, the authors stress that it is important to use systematic procedures to ensure that the basic skills tasks being taught are actually representative of the job. They discuss guidelines and methods for developing such programs including how to plan and design a program, how to analyze the needs of a particular company, how to determine what the content of the program should be, and how to measure if learning has occurred.

(The full report can be obtained from ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090.)

CORPORATE LITERACY ACTION

CHICAGO TRIBUNE CHARITIES

The Chicago Tribune Charities recently announced a new grant program in literacy. The *Tribune*, with 4,000 employees, has a history of working with local schools and its CEO, Charles Brumback, was aware of the problem of adult illiteracy. When Nicholas Goodban left the Joyce Foundation to join the Charities as Executive Director in 1983, he came with some first-hand knowledge about Literacy Volunteers of Chicago and a strong personal interest in the problem. With the backing of Brumback, he set out to explore literacy as an area of priority concern for the Charities.

After consulting with the literacy field, the Charities became convinced of the importance of corporate involvement and con-

*Comprehensive Employment Training Act, superseded by Job Training Partnership Act

cluded that "literacy is an absolute natural for a newspaper." Chicago has an estimated 600,000 functionally illiterate adults, a 50 percent school drop-out rate, and a growing population of Hispanics and immigrants of various ethnic backgrounds—and the Charities believes that their high rate of illiteracy is a key factor in the economic under-development of the city.

By August 1984, the Charities had launched its grant program under a set of general guidelines that will be sharpened and refined as the organization gains experience. At an annual budget level of \$100-150,000, grants of up to \$5,000 go to programs in Chicago-area communities. The focus is on programs that use volunteers or students as trained tutors and on non-school programs that focus on improving the reading, writing, and math

skills of school-age youth. Funds are given to expand the tutoring capacity of the programs, and some \$70,000 has already been awarded—to programs serving American Indians, Hispanics, refugee and immigrant groups, college-bound adults, out-of-school youth, and others in the city.

From the first round of proposal applications, the Charities staff realized that many programs were struggling to develop clear objectives and activities for the range of individuals they were being asked to tutor, and many lacked systematic procedures for measuring their own effectiveness. As a result, they have decided to make this an area of emphasis in future grantmaking. Moreover, as the program develops, Goodban expects that their grants can be targeted even more precisely on the basis of his involvement in state-

wide planning as an active member of the newly-created Illinois Literacy Council.

While Goodban considers himself a beginner in the field, he stresses that corporations interested in getting involved *should* expect literacy programs to be able to clarify their operations and to show that goals are being reached and clearly articulated. But he points out that the need nationally for expanding adult literacy services is clear and that funders should be prepared to support promising programs even as they work to better assess themselves. Goodban also believes that funding schools or higher education institutions is not enough: tutoring services are offered by a variety of other organizations that have close ties to their communities and specialize in providing adult basic skills.

WHAT OTHER CORPORATIONS ARE DOING

GRANTS AND IN-KIND CONTRIBUTIONS

Aetna Life and Casualty Foundation recently granted \$8,000 to the Association for Community Based Education for its Minigrant Program. Through an annual competition, the Program provides grants of up to \$5,000 to ACBE community-based programs, many of which provide basic skills services. The minigrants aim to promote good planning and practice.

American Can Company, AT&T Communications, Inc., Bristol-Myers, Chemical Bank, Consolidated Edison, Exxon Corporation, Hearst Corporation, Honeywell, Inc., Manufacturers Hanover Trust, McGraw-Hill, Inc., Morgan Guaranty Trust Company, New American Library, and Warner Communications were among more than 35 corporations funding Literacy Volunteers of New York City in 1984. **Gulf & Western** is contributing space to LV-NYC for tutorial sessions and meetings.

The American Newspaper Publishers Association Foundation coordinates the Newspapers in Education program in collaboration with 600 newspapers in the country. Each newspaper has assigned a staff director to work with local adult literacy programs to build the use of newspapers into their instructional materials.

Borg-Warner Corporation donated computer equipment in 1984 to Literacy Volunteers of Chicago for use in tracking student and tutor information. LVC's 1984 funding sources include **Newsweek, Washington National Insurance, The Esmark Foundation, People's Energy, The Allstate Foundation, and Chicago Title and Trust. First National Bank of Chicago** provides space for tutor training activities and funded the cost of LVC's 1983 annual report.

Burger King recently printed adult literacy awareness messages on the placemats used in one of its restaurant franchises, in a pilot project conducted by the North Carolina Department of Community Colleges. **Pine State Creamery** also carried the state's literacy slogan and logo on its milk cartons during the month-long project.

CBS, Ms., Essence, Good Housekeeping, Woman's Day, and Working Mother recently gave financial assistance to the National Congress of Neighborhood Women in Brooklyn. NCNW offers ESL, basic skills, and high school equivalency classes to low-income working women.

Colonial Bank and Trust, The Travelers Corporation, and The Hartford Insurance Group have recruited employees to serve as volunteer tutors in literacy programs in their communities. Tutor training is given by the local chapters of Literacy Volunteers of Connecticut.

The Hospital Corporation of America Foundation, Nissan Corporation, and other Nashville-area companies helped the Nashville Adult Literacy Council in 1984 with grants and advisory support.

The St. Paul Companies, Chicago Tribune Charities, Washington National Insurance Company, Chicago Sun Times, and R. R. Donnelley and Sons recently made grants to Universidad Popular in Chicago. This community-based program provides Spanish-language literacy instruction for the large population of Hispanic immigrants in the city. The program aims to make adults functionally literate in their native language as a basis for acquiring good basic skills in English.

The Washington Post, IBM, C&P Telephone, Washington Gas, General Electric, and other companies gave financial support in 1984 to Push Literacy Action Now (PLAN) in Washington. D.C. PLAN is a community-based program which provides basic skills help to residents of the city. On a contractual basis, it also conducts in-house programs and provides literacy services to area companies.

The William Penn Foundation and Glenmede Trust have granted \$750,000 to the Mayor's Commission on Literacy in Philadelphia to help expand literacy services in the city. **The Philadelphia Daily News/Inquirer, Philadelphia Electric Company, Prudential-Bache Securities, Subaru of America Foundation, Great Bear Water Company, Entre Computer Center, and ten other companies** have provided various in-kind services to the commission.

Xerox Corporation, The Continental Group, Pitney Bowes, Richardson-Vicks, Perkin-Elmer Corporation, Burndy Corporation, New England Telephone, and other companies fund or give in-kind assistance to Literacy Volunteers of Greater Norwalk. In some of the companies, employee volunteer groups have formed to give tutorial help and cash donations to LVGN, and executives from several of the companies provide public relations advisory services.

INVOLVEMENT IN PLANNING & RESEARCH

The American Booksellers Association has been meeting with representatives of the Association of American Publishers to

develop a strategy for involving booksellers in the literacy issue. One approach under consideration is for booksellers to support literacy programs already established in their communities rather than to start new programs of their own. The ABA plan will be announced in mid-1985 at the ABA Annual Convention in San Francisco.

The American Council of Life Insurance—a trade association representing over 600 companies—has worked for the past two years to stimulate awareness of workplace illiteracy. The Council sponsored one national conference and, together with the **Washington National Insurance Company and Transamerica Occidental Life Insurance Company**, co-sponsored two regional conferences in Chicago and Los Angeles on this subject. Business representatives met with government, literacy, and labor leaders to identify strategies for collaborative action. A publication, titled *Functional Literacy in the Workplace*, resulted from the national conference and is available from ACLI.

Columbia Nitrogen Corporation and Sears Roebuck have taken a leadership role in the Georgia Literacy Advocacy Initiative, the state's literacy coordinating body. A business subcommittee focuses on generating involvement of the state's business leaders.

Connecticut National Bank, People's Bank, and Manchester State Bank recently hosted public awareness events in Connecticut communities in which they operate, bringing together local literacy providers, business representatives, and other interested parties to increase community involvement.

Ebony Magazine, Encyclopedia Britannica, Coca-Cola, The State Chamber of Commerce, and ten other businesses are represented on the Illinois Literacy Council. The Council's Sub-committee on Private and Public Funding is identifying companies that have supported or might support literacy efforts in the state. **The Chicago Advertising Club** recently sponsored a contest in which ad agencies competed to create a multimedia literacy awareness campaign to be launched by the state in early 1985. The Council also has contracted with LVA and Laubach to train state employees to tutor their fellow workers, and hopes eventually to expand the program to the private sector.

The Greater Boston Chamber of Commerce recently formed an adult literacy committee to survey 250 area businesses to identify employee basic skills programs. The committee hopes to use the findings, and testimony gathered from literacy providers, to raise public awareness and recommend ways for business to become more actively involved.

WHAT OTHER CORPORATIONS ARE DOING *(Cont'd)*

The Magazine Publishers Association has announced the formation of a committee to explore how the Association can best respond to the illiteracy problem. Representatives from **Ms.**, **The Reader's Digest**, and **Southern Living** have leadership roles in the committee.

Morgan Guaranty Trust and Time, Inc., together with several public funding sources, recently gave major grant support to the Literacy Assistance Center, a city-sponsored coordinating and technical assistance agency for literacy activities in New York City. Earl Monroe, former basketball star and current head of **Pearl Records**, serves on the Center's board.

The **New Hampshire Job Training Council** is a joint state effort of 20 companies and various educational and social service agencies. The Council oversees a program of vocational and basic skills instruction for unemployed and under-employed state residents. This federally-funded program links basic skills education directly to job training and placement. State adult education staff give the instruction after assessing the skill levels of entering participants.

The **Philadelphia National Bank** recently granted \$30,000 for a research project to improve the curricula of literacy programs in Philadelphia. The study will be jointly conducted by the Literacy Research Center of the University of Pennsylvania and the city's Center for Literacy.

OPERATION OF EMPLOYEE PROGRAMS

Honeywell, Inc. and other Denver-area electronics, light manufacturing, and service firms are providing job-specific conversational English and reading instruction to their immigrant employees through the Intercultural Programs of the Metropolitan State College.

The **Kelly Springfield Tire Company**, a subsidiary of Good-year Tire Co., recently established a basic skills program for employees in its Tyler, Texas plant. Management and union officials realized that to convert the plant to a modern facility producing radial tires, the basic skills of many employees had to be upgraded. The alternative, they felt, was to move the operation to another state. Their program is run in collaboration with the Texas Adult Education Association and Tyler Junior College and combines computer-assisted instruction with one-to-one tutoring. On a voluntary basis, some 230 employees presently take part in the program—which operates during regular working hours and gives full pay for the first 100 hours of participation.

NOTES FROM BCEL

CORPORATE GIVING OFFICERS: WE NEED YOUR ADVICE. As one form of technical assistance, BCEL works to link corporate givers to local, state, and national literacy programs in need of funding and other support. Literacy programs often ask us for advice on how to submit proposals to corporations and which companies might be interested in their particular need. We would appreciate hearing from corporate giving officers about whether they are presently able to consider grant proposals in the area of adult basic skills and within what guidelines. We also will be glad to provide guidance to any companies not working in the field now but willing to explore the possibilities.

IN THE WORKS. Several detailed pamphlets are in preparation at BCEL for the business community. These include: **Use of Volunteers for Advancing Adult Literacy: The Potential and the Limits; Community-Based Organizations: Their Role and Potential; and Constraints on the Development of Corporate Employee Basic Skills Programs.** Each pamphlet will contain specific advice on how companies can help. We would like to hear from our business readers about other topics of special interest as they consider a new or increased role in the national effort to combat adult illiteracy.

ORDERING EXTRA COPIES OF THE BCEL NEWSLETTER. BCEL's September 1984 Newsletter is a long-term reference on the scope and implications of adult illiteracy and on the planning and service-providing organizations now working in the field. It also gives suggestions on how business can best help combat the problem. BCEL has had a wholly favorable response from the literacy and business communities on the usefulness of this introduction to the field, and we can still provide extra copies to our readers—at no cost for up to 24 and 25¢ per copy thereafter. Please order in writing and enclose a check made payable to BCEL where payment is required. Extra copies of the present Newsletter are available on the same basis. (Newsletters may be reprinted in whole or part as long as BCEL is credited.)

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Program Associate

Dianne Kangelos
Program Associate

Ruth Weinstock
Program Associate

Bess Heitner
Writer

Mary Keenan
Admin. Assistant

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

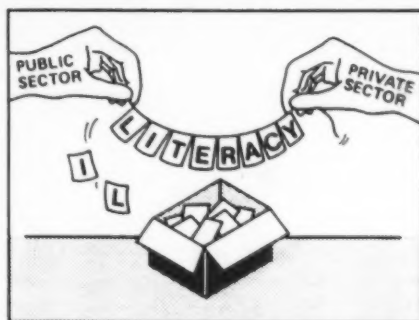
TURNING ILLITERACY AROUND: An Agenda For National Action

BCEL was formed in late 1983 to encourage business and industry to join in the fight against adult illiteracy and to help give guidance on how to do it. One of its early actions was a \$400,000 grant to help launch the three-year campaign of the Coalition for Literacy. This Ad Council awareness campaign is expected to generate a greatly increased demand on literacy programs to deliver services to a growing number of adults.

Yet literacy programs today are already stretched to capacity in their level of service, and most have long waiting lists of tutors and students they lack the resources to serve. Concerned that they might be overwhelmed by the campaign's response unless intensive planning took place quickly on a state-by-state basis, BCEL has been working to help advance that goal. Even more urgent was the obvious need for substantial new funding for the field. But how much funding? For what purposes? In the short-run? In the long-term? And how much could the business community reasonably be asked to do?

To begin to answer these questions, BCEL commissioned the two papers discussed below, now available under the title of *TURNING ILLITERACY AROUND: An Agenda For National Action*. (See p. 8 of this Newsletter for instructions on how to order.) One paper was prepared in a ten-month project directed by Donald McCune, Director of the Division of Adult, Alternative, and Continuation Education for California. The other was prepared early this year by David Harman of Columbia University, co-author of *Adult Illiteracy in the United States* (see p. 6 of this Newsletter).

Day-to-day work on the McCune project was carried out largely by Judith Alamprese of Cosmos Corporation who joined McCune in writing the final report. They were assisted by a team of advisors expert in adult basic education: Paul Delker, Director, Division of Adult Education Services, U.S. Department of Education; Gary Eyre, recent Executive Director, American Association



tion for Adult and Continuing Education; Violet Malone, Director, Extension Education, College of Agriculture, University of Illinois (Urbana) and Head of the Coalition for Literacy; and Carman St. John Hunter, Consultant, World Education, Inc., and co-author of *Adult Illiteracy in the United States*. Diane Vines, former Executive Director of the Secretary's Initiative on Adult Literacy, and Chris Zachariadis, Director of the Association for Community-Based Education, joined the group of advisors in a final review of both papers.

The key points of discussion and the major recommendations are summarized below. In so doing, it is BCEL's aim to contribute to the present national debate on how best to fight the growing problem of adult illiteracy and to help advance a more realistic understanding of the challenge facing public and private organizations alike.

Working Paper No. 1 (McCune-Alamprese)

This report is based in part on extensive interviews conducted with some 50 local literacy programs around the country, and with 11 national organizations that give them leadership, coordination, and technical assistance. (cont'd. on p.4)

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BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

Awareness of the adult illiteracy problem and its scope has grown considerably in the last couple of years. But it will take major new funding and much added leadership to provide the range of concrete remedies needed to overcome the problem. More precisely, it will take a partnership among public and private sector organizations—with an important role for business, and a central and larger role to be played by federal and state governments. Moreover, if as a nation we are really serious about turning the illiteracy problem around, we all will have to recognize that we are facing a long-term effort costing billions of dollars. These are some of the conclusions reached in the two BCEL papers discussed in the feature article of this issue of the Newsletter.

It is clear that many of the key recommendations cannot be put in place overnight. Especially changes in federal and state legislation and increased federal and state funding. So, while business and industry certainly should not and cannot be expected to do it all, they nevertheless have a major stake in the adult illiteracy problem and their increased and immediate involvement and leadership is vitally needed. Not just in providing new funds for literacy programs and planners, but in joining to stress the need for a much stronger federal and state role. BCEL has been working to convey these messages to the business community for about a year now. And we are encouraged that more and more companies are responding.

The McCune and Harman papers touch only in passing on the role that general foundations could play in this field. Yet these organizations also could be a major ally in the battle against illiteracy. They are able to respond to social problems with a flexibility and speed that is unique. We urge all of the general foundations to consider placing the adult literacy challenge among their very top priorities.

NEWS IN BRIEF

Federal Adult Literacy Update

There is a great interest in the plans that William Bennett, new Secretary of Education, will have for continuing the Secretary's Adult Literacy Initiative and whom he may designate to succeed Diane Vines as its executive director. But as these questions are being resolved, three new Initiative projects are under way:

- **Head Start.** The Initiative and the National Head Start Bureau are collaborating in a pilot literacy program for parents of Head Start children. Research has shown that the educational attainment of a child is related to that of the parent and that poverty and illiteracy are overlapping problems. Sixteen local Head Start programs will offer basic skills instruction for one year with supplemental funding from the Department of Education.

- **College Work-Study Program.** Building on the success of the 1983-84 College Work-Study experiment in which students were used as literacy tutors, the Department of Education recently provided \$706,000 in new funding for similar programs in 50 colleges.

- **Federal Employee Literacy Training.** Launched in 1984, FELT recruits volunteers for local literacy programs from federal agencies in all regions of the country and makes federal space available for such programs. As a result of a special appeal by President Reagan to Cabinet members and agency heads, more than 50 agencies are now involved in the program.

F.I.S.T. Fights Illiteracy

Functional In-Service Training, aptly known as F.I.S.T., is a successful new weapon in the fight against illiteracy. Developed by New Jersey's Middlesex County College as a pilot, since 1979 the project has been training volunteers to tutor illiterate adults in local literacy programs on an intensive one-to-one basis. In 1982 F.I.S.T. was evaluated by the U.S. Department of Education for its effectiveness and certified as a model program worthy of national replication—thus becoming eligible for funding from the Department's National Diffusion Network. As a result, some 31 new programs have been set up around the country and F.I.S.T. is working with them to train volunteer tutors at 100 different sites in 9 states. For more information, contact Iris Salties, Middlesex County College, Division of Community Education, Edison, NJ 08818 (201) 249-7987.

MAC Funds for the Big Apple

Adult illiteracy is the target of a four-year, \$35-million campaign announced by New York City in November 1984. It is the largest new sum of money yet provided for adult basic skills. Of the \$35 million (made available from surplus Municipal Assistance Corporation funds), \$7.5 million will be spent in 1985 as follows: \$4.9 million for adult basic skills instruction provided by the Board of Education, the City University colleges, and community-based agencies; \$2 million for expanded literacy services in 19 branch libraries; and \$600,000 for the Literacy Assistance Center, a new city-wide coordinating and technical assistance organization. In announcing the plan, Mayor Koch said, "This program represents an unprecedentedly large-scale and coordinated approach that will, I believe, become a national model." For more information contact Marian Schwartz, Office of the Mayor, 250 Broadway, NYC 10007 (212) 566-1178, or Jacqueline Cook, Acting Executive Director, Literacy Assistance Center, 51 Chambers Street, Rm. 510, NYC 10007 (212) 267-5309.

New Grants for National Ad Campaign

The three-year national awareness campaign of the Ad Council and the Coalition for Literacy has been boosted by two new grants and an in-kind contribution totaling \$143,275. Supplementing start-up funds of \$530,505 (including \$400,000 from BCEL), the Coalition recently received \$82,275 from the Department of Education, \$25,000 from the General Electric Foundation, and in-kind printing services from TIME, Inc. valued at \$36,000. While these new actions are a step in the right direction, \$1 million in additional funding is still needed from public and business sources to make the campaign a success and to fully cover the Coalition's three-year budget. To help, donors can call 1-800-228-8813 or write to the Coalition for Literacy, Box 81826, Lincoln, NE 68501-1826.

CPB Exploring Role in Literacy

The Corporation for Public Broadcasting is exploring a possible role for public broadcasting in helping to combat adult illiteracy. Doug Bodwell, CPB's Director of Education, says that the process will take several months and that whether a program is adopted will depend on many factors, including CPB budgets and whether there is a role to be played that would contribute significantly to the overall national effort and still be consistent with CPB's organizational pur-

pose. Our readers are welcome to write with suggestions to: Douglas Bodwell, CPB, 1111 16th Street, N.W., Washington, D.C. 20036.

California Libraries in the Lead

Libraries play a prominent role in California's literacy campaign launched in 1984. So far \$5.1 million has been awarded to public libraries around the state for programs in over 100 communities—\$2.5 million from Federal Library Service and Construction Act funds and \$2.6 million from the general state budget. In just a year the project has laid the groundwork for new programs that reach an estimated 5,000 adults at some 400 sites. The program has been evaluated and the results have been published in two new reports, *California Literacy Campaign Program Effectiveness Review* and *Final Report: Literacy Technical Assistance Project*. For more information about the program and reports contact Gary Strong, Chief State Librarian, California State Library, Box 2037, Sacramento, CA 95809 (916) 445-4027.

Congressional Initiatives

On March 4, Senator Steve Symms was named chairman of a task force of the Senate Republican Conference to study options for upgrading the overall quality of education. As part of the effort, hearings will be held on adult illiteracy. On April 3, SJ Resolution #102 was filed to establish a bipartisan National Commission on Literacy to study the causes of youth and adult illiteracy and make recommendations to the President and Congress. Up to \$1 million has been authorized for the Commission. The resolution has been referred to the Senate Committee on Labor and Human Resources.

Basic Skills for the Elderly

The National Council on the Aging has received a grant from the Fund for the Improvement of Postsecondary Education to offer literacy training to older adults and train them as tutors. Among its goals are to increase the capacity of the illiterate elderly for greater social and economic self-sufficiency and to develop a literacy model that can be replicated nationwide. Training will begin this summer at 20 community demonstration sites, most of them in multipurpose agencies already serving the elderly. Students and tutors will be recruited and trained with the close involvement of local voluntary literacy programs. The project will produce a guide on how to start literacy programs for the elderly, a handbook to help literacy tutors meet the

special needs of the aging, and instructional materials geared specifically to the circumstances and interests of older adults. For more information, contact Catherine Ventura-Merkel at NCOA, 600 Maryland Avenue, S.W., West Wing 100, Washington, D.C. 20024 (202) 479-1200.

Philadelphia Gets Literacy Funds

The Mayor's Commission on Literacy in Philadelphia, coordinating arm of the city-wide campaign to reduce illiteracy, recently received grants totalling \$804,000-\$750,000 from the William Penn Foundation and the Glenmede Trust and \$54,000 from the State Department of Community Affairs. The funds will be used to provide additional staff for neighborhood tutoring programs, project evaluation, and technical assistance. Nearly \$100,000 will cover the cost of books and tutoring materials. More information is available from Marcie Mattleman, Executive Director, Mayor's Commission on Literacy, 702 City Hall Annex, Philadelphia, PA 19107 (215) 686-8652.

Federal Adult Education Funding

Increased public funding at both the state and federal level is an essential ingredient for overcoming adult illiteracy. However, recommended increases in the Federal Adult Education Act have not materialized. Moreover, under a proposed change in the formula for funding the states, smaller states would get more than in the past, but 19 of the largest states would receive fewer funds. State directors of adult basic education, as well as legislative representatives of the American Association of Adult and Continuing Education, continue to press for increased appropriations and an equitable funding formula.

Using TV For Adult Literacy

Three new TV projects plan to help fight adult illiteracy. *Read All About It*, being developed by Connecticut Public Television producer Renard Maiuri, aims to give direct TV tutoring to home viewers using national and local newspapers as basic instructional materials. *FREEDOM*, being planned by the Philadelphia Commission on Literacy, would use TV to teach reading using the U.S. Constitution. If aired on schedule, the series would coincide with the Constitution Bicentennial celebration in 1987. To augment the Ad Council campaign, which relies heavily on commercial broadcasting, WQED is developing a national outreach project, modeled after THE CHEMICAL PEOPLE, to

help local literacy planners and programs recruit and train volunteer tutors and attract financial support. The project will be piloted in Pittsburgh in May and hopes to go national by 1986. The Connecticut and WQED groups hope to get partial funding from the Corporation for Public Broadcasting, but all three efforts need support from other sources. For more details, contact Renard Maiuri, Connecticut Public Television, 24 Summit Street, Hartford, CT 06106 (203) 278-5310; Marcie Mattleman, Executive Director, Commission on Literacy, City Hall Annex, Philadelphia, PA 19107 (215) 686-8652; and Margot Woodwell, Station Manager, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213 (412) 622-1320.

AAACE Business Unit Seeks Business Help

The Business and Industry Unit of the American Association for Adult and Continuing Education (AAACE) needs in-kind support from the business community to cover the production costs of *Toward New Partnerships in Basic Education for the Workplace*. The book is based on a series of AAACE workshops in which business and education leaders have met to discuss such topics as "The Corporation-College Alliance" and "Business and Industry Involvement in Basic Skills." To help, contact Jorie Lester Mark, Business and Industry Coordinator, Division of Adult Education, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (202) 245-0691.

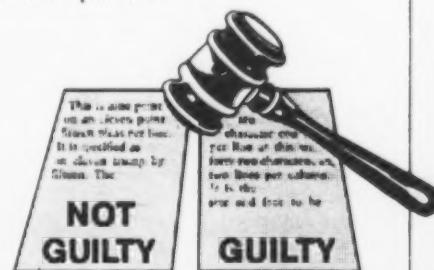
Help From Women's Organizations

The General Federation of Women's Clubs (GFWC) and Altrusa International work to involve their U.S. members in a wide range of community and social betterment activities, including the fight against illiteracy. One-third of Altrusa's 20,000 members, in a program called Action for Literacy, are already involved in local literacy efforts, and Altrusa's July 19-22 biennial convention in Boston will include a special literacy forum. GFWC, the largest international service organization of volunteer women in the world, has developed specific guidelines for its 500,000 U.S. members and published them in its December 1984/January 1985 *Clubwoman* magazine. For more information contact Mimi Stewart, Associate Executive Director, Altrusa, 8 S. Michigan Avenue, Chicago, IL 60603 (312) 236-5894; and Irene Van Schyndel, Programs Director, GFWC, 1734 N Street, N.W., Washington, D.C. 20036 (202) 347-3168.

LITERACY IN THE COURTS

If persons accused of trespassing claimed that they couldn't read the sign warning them to keep out, would they be innocent or guilty? While such a case has not actually been on trial yet, it could be.

"Literacy in the courts is definitely a growing trend," says Dr. Marc Bendick, Senior Research Associate at the Urban Institute in Washington, D.C. He notes that pressure is coming from several quarters. Legal activist groups have been mounting challenges to protect the rights of poor people who tend to have the lowest literacy skills and the least access to legal representation. For example, in December 1981, Western Massachusetts Legal Services, Inc. filed a class action suit against the Commonwealth of Massachusetts contending that some 16,500 households receiving food stamps were unable to read the information cards being sent out to them. Because these adults lacked the basic skills to understand the notices, they were not able to make appropriate decisions and take advantage of the program. Typography, language, and reading experts testified at the trial on behalf of the plaintiffs.



The suit was won, and although it is currently being appealed in the U.S. Supreme Court, food stamp and other government officials have become much more aware of illiteracy as an issue when they write official communications. In a similar case in California part of the settlement was that the Social Security Administration agreed to rewrite at a sixth grade level all the notices for their Supplemental Security Income program for the disabled and elderly. And in New York last year a judge ruled that Medicare notices were incomprehensible bureaucratic gobbledeygook and ordered that they be clearly rewritten. Steve Hitov, a lawyer with the Western Massachusetts Legal Services, feels that the Massachusetts case may have a significant impact on whether literacy will be used as a legal argument in the future.

TURNING ILLITERACY AROUND

(cont'd. from p. 1)

Local program coordinators (representing ABE, labor unions, correctional institutions, community colleges, libraries, refugee and immigration programs, the voluntary organizations, and CBOs) were asked to describe present practices in a range of areas—such as recruitment, staff development, use and development of materials, data collection, learning assessment, fund-raising, and program management. They also were asked to project their fiscal and programmatic needs in order to expand their service. Similarly, the national organizations were asked questions about their current activities and future development needs. The descriptive data gathered was then subjected to analysis by the project staff and advisors and helped point the way to a set of concrete recommendations.

Sixty-one percent of the programs interviewed are located in urban areas, 27 percent in rural settings, and 12 percent in suburban locations. The range of their services extends from beginning reading to high-school equivalency preparation, in most cases including ESL.

Analysis of the local program data showed a number of striking similarities and also operational differences across program types. These are discussed in detail in the paper to give a context for understanding future resource needs. But the data also revealed consistency in the factors that the programs feel will influence their ability to serve a larger number of students in the future.

For example, new staff and other resources will be needed for fund and program development purposes. Additional trained instructional staff will be needed, and more of them will have to be paid. (In programs heavily dependent on volunteers, this is the top priority.) An expansion of staff development and training activities will be critical. New instructional approaches will have to be developed and implemented. The image of adult education/literacy programs in the community and the nation will need to be improved through further public awareness. And more cooperation between literacy programs and planners will be essential, along with improved counseling services, better tools for evaluating student and program success, and the development of new approaches for reaching and teaching unserved client groups in a variety of different cultural settings.

On the question of fiscal need, the programs found it difficult to estimate their expansion requirements, partly because they barely have the staff to maintain present fiscal support levels and partly because their costs are often hidden in the budgets of larger service agencies of which they are a part.

The authors nevertheless produce two rough measures of fiscal need. Thirty-eight of the programs interviewed reported serving a total of 65,000 adults at a cost of more than \$11 million a year. Assuming a one-to-one relationship, the authors judge that a doubling or tripling of their capacity over the next three years would cost roughly two-three times that amount, or as much as \$30 million more each year at full scale for these 38 programs alone. Using another measure, the report points out that some 2.3 million persons are enrolled annually in the ABE program, currently supported by some \$300 million in federal and state matching funds. A tripling of ABE's capacity can reasonably be expected to cost in the neighborhood of a billion dollars a year.

These admittedly are very imprecise indicators requiring all kinds of qualifications, but they are adequate to indicate the order of magnitude. Moreover, it should be noted that even if a doubling or tripling of capacity were to occur, programs nationally still would reach no more than about 15 percent of the total pool of adult illiterates. To reach beyond that would require the development of new delivery systems and approaches as well as further additional funding.

Another section of the paper discusses the characteristics, activities, and resource needs of the major national organizations which support local programs. The findings revealed three types of organizations. Professional associations are one. Within this category are such educational groups as the American Library Association and the American Association of Adult and Continuing Education. Among their other services, they provide direct literacy instruction and/or teacher training and give regular technical assistance to their members. Others such as the American Association of Community and Junior Colleges and the Correctional Education Association tend to serve primarily as information brokers for their membership. Organizations of the second type are those which directly fund or sponsor literacy programs as their sole purpose—Laubach, Literacy Volunteers of America, and ABE. The Lutheran Immigration and Refugee Service and the AFL-

CIO are organizations of the third type. They are not primarily educational in nature but include literacy instruction among their other services and distribute information to their members and agencies.

Differences among broad organizational types also produce different kinds of resource needs. For example, the professional organizations indicate a priority need to strengthen their information and dissemination functions. Organizations that directly sponsor literacy programs need to increase the number and locations of their local affiliates, get new funding for training and technical assistance, and expand their capacity for data management and evaluation. The third group of organizations sees a need at this stage for better access to information about illiteracy and literacy programs and practices. McCune and Alamprese estimate that it will take several million dollars per year to achieve these ends.

Another section of the paper discusses possible roles or activities that organizations not now involved in literacy can take on. Businesses, fraternal organizations, social and community-service organizations, and broadcasters, among others, are beginning to express an interest in being more involved. And the point is made that the field needs the energy and resources of a wider and more diverse set of organizational players if substantially larger numbers of adults are to be reached in the future. What many of these organizations are looking for as a first step is help from literacy leaders in shaping an appropriate role. But clearly their involvement will require even higher levels of funding.

Working Paper No. 2 (Harman)

The McCune and Harman papers are, to a degree, separate views of the same universe. The former is a team effort which draws on and analyzes information gathered from literacy programs themselves. The latter is the work of one individual. Harman is one of the world's foremost adult education experts and his services are in great demand in the literacy field both in the U.S. and abroad. Primarily a learning theorist and researcher, he also has a good practical grasp of how to implement policy and programs.

The first part of Harman's paper provides an in-depth analysis of what constitutes literacy in the U.S. today. Among other things, he explains that:

● Illiteracy is not a condition that can be "stamped out" by a set number of years of schooling or a one-time blitz campaign. New situations and conditions

will continue to impose new literacy demands, making it necessary to continually modify and add to existing abilities.

- The wider use of the term "literacy" to embrace consumer economics, computer proficiency, and knowledge in various content areas is unfortunate and makes it harder to determine the extent of adult illiteracy. Literacy is, simply, the ability to read, write, and perform the other basic skills.

- Most functional illiterates in the U.S. (but not in developing countries) are able to decode and have mastered basic letter-sound recognition skills; their main problem is an inability to read and extract meaning from materials written at certain levels.

- Grade-level equivalencies, standardized tests, and school-based concepts of what adults need to "know" are an improper basis for determining adult literacy levels and achievement and for designing curricular materials and teaching approaches.

- If programs and services for functional illiterates (largely those adults who suffer multiple economic and social deprivation) are to be productive, they will have to take account of the overall environments and circumstances in which these people live.

- Although employment prospects are enhanced by further education, acquiring good basic skills will not by itself eliminate unemployment or guarantee a job for every literate person.

- It is difficult if not impossible to truly assess the costs of illiteracy in quantitative terms because the complexities of the problem require making so many assumptions as to render any figures derived too tenuous. Qualitative costing is more meaningful. Moreover, the nature of illiteracy makes it more a social than economic problem (although there are profound economic costs).

- The continued incidence of illiteracy is harmful to the core beliefs and aspirations of a free, democratic, and meritorious society. For this reason above all, the goal of universal literacy must be vigorously pursued by all sectors of American society.

The second section of Harman's paper gives a detailed map of programs and provisions for basic skills instruction and tutor training (including military and business programs). It analyzes the level of service provided, the quality of that service, and the capacity of the system as a whole to grow and to provide good instruction. One major conclusion reached is that the present system has the capacity, with proper funding and other resources, to expand its present service level from about 5 million (including corporate-sponsored and college programs) to around 10 million annually.

A third major section of the paper provides a point-by-point assessment of what it will take to expand and refine the present system but also to move beyond that to other forms of service delivery. Among the needs considered are curricular development activities, basic research, planning and management, program goal-setting, and the attributes of effective instruction and instructors. Consistent with other recent findings, Har-

man sees a need for greater professionalism of the field as a whole and for new providers to enter the picture. He sees a need for much more collaboration among practitioners, planners, and researchers in order to better translate research findings into actual practice. He also examines the increasing role and use of volunteers in the field. While recognizing their continuing importance, he questions whether volunteers will be able to contribute everything that is presently being expected, and he discusses the myth that it is free or low-cost to use volunteers.

Finally, the section ends with a look at the cost implications of a comprehensive and quality national program to address the adult illiteracy problem. Harman estimates that when fully implemented it would take a public and private-sector expenditure in the range of \$8-10 billion annually.

The Major Recommendations

The McCune-Alamprese and Harman papers conclude with dozens of recommendations for both public and private-sector action. The main recommendations, consolidated where appropriate, are presented below:

Federal Government

- *Expand funding for the Adult Education Act.* The current system will require hundreds of millions of dollars a year in the short-term, building to a major multi-billion dollar program.

- *Amend existing legislation* to direct funds more effectively toward the provision of literacy services.

- *Expand the technical assistance capacity of the Office of Adult Education.*

- *Underwrite a short-term tutor training program*, ideally to begin this summer. The program could be carried out by colleges, LVA and Laubach staff, and other organizations with a tutor training capacity. In the long run, *create a national center for teacher and supervisory training in adult basic skills.*

- *Through the U.S. Department of Education, prepare immediately two guides for the literacy field.* One should focus on the characteristics of adult learners and the curricular approaches best suited to their needs. The other should address the organizational and administrative aspects of program delivery. Much of the material to be included already exists in a variety of publications, but it needs to be pulled together into a single, simple, and clear format.

- *Establish and fund a national agency [Ed. Note: or reconstitute the Secretary's Initiative on Adult Literacy] to be responsible for improving coordination and cooperation throughout the literacy field, and for nurturing the development of new and existing delivery systems.* To be most effective, the agency should have a substantial grant-making capacity.

- *Create a national center to coordinate, assess, and guide research and development activities in adult literacy.* At the same time, *expand funding for the literacy research work of present R&D centers.*

State Governments:

- *Expand funding and amend existing legislation* to bring about the more effective provision of literacy services in communities in every state.

- *Where none exist, establish comprehensive planning bodies*—to make legislative recommendations, disseminate information, plan for the development of existing and new literacy services, and assess results.

- *Using Section 310 money, fund the pilot phase of a program to increase the capacity of the national literacy organizations to serve their state and local members.*

The Private Sector:

- *Provide funds for the operating costs of local and national adult literacy programs and organizations*, with emphasis on multi-year grants that provide an ongoing base of support.

- *Provide in-kind services* to these groups—in the form of space, equipment, furniture, and such professional services as accounting, training, marketing, and fund-raising.

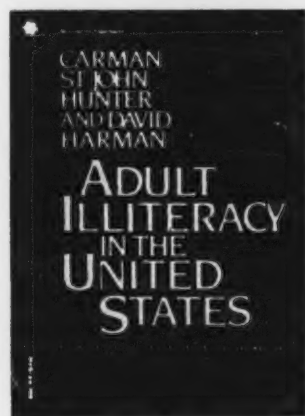
- *With grants to research and development organizations*, help develop staff training programs, instructional materials, and assessment and evaluation tools; and support basic research on such issues as the relationship between effective tutor training and teaching.

General:

- *Provide funding to professional associations* interested or involved in adult illiteracy. Among other things, the associations might sponsor training activities and distribute small incentive grants to practitioners in the field.

- *Establish appropriate mechanisms to help assure that the illiteracy issue is kept actively on the public agenda.*

JUST OFF THE PRESS



● *Adult Illiteracy in the United States*, a report to the Ford Foundation by Carman St. John Hunter and David Harman, examines the problem and scope of adult illiteracy and the extent to which existing programs meet the needs of illiterate adults at different educational levels. Stressing the critical importance of providing basic skills in the context of personally-determined goals, the book presents major national program and policy recommendations, with emphasis on community development. Since its publication by McGraw-Hill in 1979, the Hunter-Harman report has become one of the "bibles" of the field and is currently in great demand. As a result, McGraw-Hill has reprinted a new paperback version with a preface added by the authors assessing developments in the field since 1979. Copies can be obtained at \$8.95 from the General Sales Division, McGraw-Hill, 1221 Avenue of the Americas, 35th floor, New York, NY 10020 (212) 512-6706.

● *Corporate Classrooms: The Learning Business*, by Nell Eurich of the Carnegie Foundation for the Advancement of Teaching, examines the growing role of corporations as direct providers of higher education. Although concerned with all forms of corporate higher education, the report also discusses company-sponsored basic skills instruction, noting that firms must increasingly provide this training to employees because the traditional educational system has left gaps in their education. While the report recognizes that corporations are compelled to compensate for the unmet educational needs

of their workers, it questions whether this trend is good public policy in the long run. The report is available for \$8.50 from the Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648.

● *Business and Education: Partners for the Future*, a publication of the U.S. Chamber of Commerce, urges business leaders at the community and state levels to develop partnerships with adult literacy programs as well as school systems. The publication gives examples of successful business-education ventures with addresses and phone numbers for further details. Copies of the book, Chamber Code #6784, are available at \$15.00 each (with discounts for multiple orders) from Robert Martin, U.S. Chamber of Commerce, 1615 H Street, N.W., Washington, D.C. 20062.

● *Illiterate America*, by Jonathan Kozol, award-winning author of *Death at an Early Age*, analyzes the economic and human costs of adult illiteracy which he labels a national disgrace. Kozol discusses previous government action and inaction, the "back to basics" movement, and solutions for combating illiteracy. Among the solutions called for are a massive volunteer action program at the grass-roots level and a multi-billion dollar federal aid plan. Senator Paul Simon notes that, "We have hidden adult illiteracy much as we once hid the problem of mental retardation. Jonathan Kozol's book arrives on the scene at precisely the right moment to help bring this problem out of the closet so that we can meet it head on." The book is available at \$15.95 from Doubleday & Company, Inc., 245 Park Avenue, New York, NY 10167.

CORPORATE LITERACY ACTION

As a continuing feature of this Newsletter, BCEL reports on the involvement of business and industry in adult literacy. We do so both to recognize companies already taking a role and to illustrate to newly-interested companies how they can be of help.

Many businesses provide grants, advisory, and other in-kind support to externally-operated adult basic skills programs. Such support usually goes to programs serving the residents of communities in which the businesses have branches. But sometimes the programs serve a state, regional, or even national clientele. Some companies offer basic skills programs for their own employees or directly operate programs to serve community residents, and an increasing number take part in the coalitions and planning bodies that plan for adult literacy. Illustrative examples follow:

GRANTS AND IN-KIND CONTRIBUTIONS

The Atlantic Richfield Foundation explored the adult literacy issue at its annual meeting last summer and subsequently urged local branches to involve themselves in literacy activities in their communities. ARCO branches are already supporting efforts in Philadelphia, Chicago, and Los Angeles, by serving on the boards of literacy programs, making grants to local programs, and urging their employees to volunteer as tutors.

Benton and Bowles is the voluntary advertising agency for the Ad Council's national adult literacy awareness campaign on behalf of the Coalition for

Literacy. The agency designed the television, radio, and print media ads that are being used in the campaign. The Vice President of Marketing Communications for the **International Paper Company** serves as volunteer coordinator for the ad campaign.

Capital Cities Communications funded and produced the 1984 television documentary, "Can't Read, Can't Write," presenting the adult illiteracy problem to viewers of 170 U.S. television stations.

The Consolidated Natural Gas Company Foundation recently made a \$10,000 challenge grant to the Greater Pittsburgh Literacy Council. Awarded through Consolidated's subsidiary, **The People's Natural Gas Company**, the grant is intended to help the Council expand literacy services in Allegheny County and to develop broad-based support from the private sector. In response to the "challenge," **The PPG Industries Foundation** already has given \$2,000 to the Council.

Equifax, Inc., Fuqua Industries, Inc., and other area companies provide financial and in-kind support to Literacy Action, Inc. in Atlanta. Until 1982, this 15-year-old literacy program depended largely on federal funding, but most of its support now comes from private sources. The program recently made a major program change by reducing the use of one-to-one tutorials conducted by volunteer tutors in favor of more small-group instruction by professional, paid teachers. The shift aims to increase the number of learners who can be served while providing a social environment in which learners benefit from peer support.

Exxon Education Foundation, Chemical Bank, Citibank, Mobil Oil, Morgan Guaranty Trust, and Joseph Seagram's & Sons Fund

provide funding to Bronx Educational Services, a 13-year-old community-based program in which participants work in small groups to learn beginning-to-intermediate level basic skills. **Equitable Life Assurance Society** printed the program's curriculum, which relates basic skills directly to learners' personal goals and interests. Bronx Educational Services is one of seven outstanding adult education programs recently validated by the U.S. Department of Education as an "educational program that works." Once validated, these programs are eligible for Departmental funding and introduced elsewhere around the country.

The Golub Corporation will be printing promotional messages for Literacy Volunteers of America on shopping bags used in its Price Chopper supermarkets in four northeastern states. **Crowley Foods** will print similar messages for Literacy Volunteers of New York State on milk cartons distributed in New York.

IBM, Mobil Oil, Atlantic Richfield, Equitable Life Assurance Society, Allstate Insurance Company, Kaiser Aluminum and Chemical Corporation, Sears Roebuck and Company, Union Oil of California, Gulf Oil Corporation, ITT, Kellogg Company, Ameron, Inc., and Adolph Coors Company provide advisory services to SER-Jobs for Progress, Inc. SER offers basic skills, English-as-a-Second-Language, and job-training and placement services to youth and adults from Hispanic and other minority communities in more than 65 cities.

Mutual Benefit Life Insurance Company helped found The Newark Literacy Campaign, with space for a city-wide literacy conference, financial contributions, participation in Campaign committees, and in-kind legal services. **Prudential Insurance Company** printed the Campaign's stationery, and the **Greater Newark Chamber of Commerce** and **First Jersey National Bank** have helped fund the Campaign. **New Jersey Bell** also has given financial support to the Campaign and is encouraging its employees to serve as volunteer tutors, with tutoring sessions to be held at the company's headquarters in Newark. The company is also represented on the board of Literacy Volunteers of New Jersey, and has encouraged its local representatives to look for opportunities for involvement in their communities.

Pacific Pipeline, a wholesale book distributor in Kent, Washington, recognized International Literacy Day on September 7, 1984, with cash gifts to literacy organizations in the Pacific Northwest. **Pacific Northwest Booksellers Association**, an organization of independent bookstores, sponsored a statewide bookfair at their member stores in February. Ten percent of the proceeds were donated to Washington Literacy.

Philadelphia Newspapers, Inc. and Subaru of America Foundation provide funding for Fresh Start 2, a nine-week high-school equivalency program, conducted by school district staff in Philadelphia and neighboring Pennsauken, using city libraries as tutorial sites. **The Philadelphia Saving Fund Society** covered the costs of printing the program's brochure, 200,000 of which were distributed in the **Philadelphia Gas Works'** monthly bills to customers. **The Daily News/Inquirer** printed daily lessons for adults seeking a high school diploma through Fresh Start 2—in a related project also involving school districts, libraries, and the Mayor's Commission on Literacy.

Pittway Corporation Charitable Trust, Northern Trust Company, GATX Corporation, Consolidated Foods Corporation, Walgreen Company, and several other companies have contributed over \$35,000 toward Literacy Volunteers of Chicago's 1985 fund-raising goal of \$150,000. **AMOCO Food Shops** and other companies are hosting a marathon in May to publicize LV-Chicago in key city neighborhoods and to raise funds. LV-Chicago is planning its fourth annual comic art auction for July with the help of **Comicon**, a small company which specializes in organizing such events. The auction will sell donated works by nationally-known comic artists.

The Rhode Island Advertising Club contributed \$200,000 in in-kind materials and services to the state's 1984 multi-media adult literacy awareness campaign.

INVOLVEMENT IN PLANNING & RESEARCH

Eaton Corporation, TRW, Inc., Ohio Bell Telephone Company, The First National Bank Association, and other companies are represented on the Communications Skills Study Group of Cuyahoga Community College. The Group is preparing a strategy for coordinating adult literacy services in the Cleveland area.

General Motors, Stroh Brewery, J. L. Hudson Co., and other major companies are represented on New Detroit, an urban development organization which is supporting a new city-wide planning effort in Detroit. A kick-off event is scheduled in May, with a proclamation from the mayor and active involvement of the local board of education, libraries, literacy volunteers, the Michigan Adult Literacy Initiative, and others.

The Greater San Antonio Chamber of Commerce is represented on the recently-formed Greater San Antonio Literacy Board. This Board was an outgrowth of an adult illiteracy study done by a local research team with funding from United San Antonio, a development foundation for the city which has representation from local business, government, and voluntary groups. The results of the

study were disseminated in meetings sponsored by local businesses and publicity in the **San Antonio Light** and the **San Antonio News**.

The Media Industry Newsletter has been addressing the adult illiteracy problem in its publications to the communications industry. As a result, BCEL is getting numerous inquiries from magazine, newspaper, and broadcasting organizations seeking to better inform themselves and their own audiences.

Scott, Foresman and Co. recently printed a research report of the Business and Industry Unit of the American Association of Adult and Continuing Education on corporate in-house basic skills programs.

DIRECT OPERATION OF LITERACY PROGRAMS

Aircap Industries is working with Itawamba Junior College and the Mississippi Adult Basic Education Department to upgrade the basic skills of employees at its Tupelo plant. Employees attend classes in company space, during regular hours when workloads permit.

Connecticut Mutual Life Insurance Company and **Pratt and Whitney** work with the Business and Industry Tutorial Program of Literacy Volunteers of Connecticut to offer basic skills tutorials to company employees. LV-Connecticut trains employee volunteers who, in turn, serve as tutors in the program.

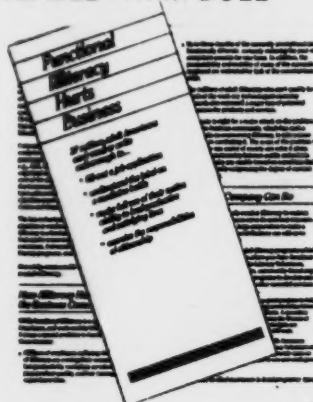
Milliken Textiles has been working with the literacy council in Spartanburg County, SC, to plan an on-site basic skills program for its employees.

Santone Industries and **Datapoint Corporation** provide basic skills instruction to employees in their San Antonio plants. Santone Industries also gives ESL classes.

Stouffer Foods has for the past two years operated a high-school equivalency program for more than 50 employees at its Gaffney, SC, plant. Cooperating with the state's Office of Adult Education, the program aims to prepare adults to earn their high school diplomas while increasing their chances for job promotion and further education. Other companies in the area, including **Hamrick Mills** and **Timken Bearings**, have established similar programs in their own plants.

Time, Inc. has just announced a national remedial reading program for adults and children, called TIME TO READ. The program, using employee volunteer tutors and Time, Inc. magazines for reading texts, will be piloted this year in New York, Chicago, Charlotte, and a site to be named later. The 1985 goal is to serve 250 students and recruit 100 volunteers. Students will receive a free subscription to **Time** and one other magazine of their choice.

AVAILABLE FROM BCEL



● *Functional Illiteracy Hurts Business* is a new BCEL leaflet, designed as an aid primarily for local literacy programs in their fund-raising efforts with business. But it may also be helpful to state and national programs and planners, and to the business community. It gives specific suggestions to business on how to help support adult basic skills programs—with grants, planning assistance, and in-kind services. Copies will be provided at no cost.

● *TURNING ILLITERACY AROUND: An Agenda For National Action* is summarized in this Newsletter. The full report is available in the form of two working papers at a cost of \$10.00 for the set. Paper No. 1 emphasizes the short-term resource needs of literacy programs and was written for BCEL by Donald McCune and Judy Alamprese under AAACE

auspices. Paper No. 2 emphasizes long-term development needs in the field and was written by David Harman, Columbia University. Please send your written order with a check payable to BCEL.

● *Pioneers and New Frontiers* is a BCEL paper on the role of volunteers in combating illiteracy. Written by Dianne Kangisser, former Executive Director of Literacy Volunteers of New York City, it traces the history of volunteerism in the literacy field, discusses the current role of volunteers and the voluntary agencies in the national effort to overcome illiteracy, and assesses the potential and the limits of volunteerism as a solution for the future. A foreword provides practical advice to business on how to help voluntary programs and programs that use volunteers. Copies will be available at \$4.50 each in May. Please order in writing and enclose a check payable to BCEL.

The Business Council for Effective Literacy is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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Gail Spangenberg
Operating Head &
Vice President, Programs

BCEL Staff

Paul Jurmo
Program Associate

Dianne Kangisser
Program Consultant

Ruth Weinstock
Researcher/Writer

Bess Heltner
Researcher/Writer

Mary Keenan
Admin. Assistant

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N. Y. 10020 (212) 512-2415/2412

VOLUNTEERS & LITERACY



During the past 25 years volunteers have become a significant force in literacy, and today they are being asked to play a greatly increased role in expanding the nation's literacy services. But will they be able to contribute everything that is expected of them? A new BCEL paper, *Pioneers and New Frontiers*, addresses this and other questions. Written by Dianne Kangisser, former Executive Director of Literacy Volunteers of New York City, it traces the history of volunteerism in the literacy field, discusses the current role and use of volunteers, and assesses both the potential and the limits of volunteerism as a solution for the future. (See p. 8 of this Newsletter for instructions on how to order.)

The paper examines three overlapping periods of literacy volunteerism. The first phase—roughly the late 1950's through the 1960's—saw the creation and evolution of the two voluntary organizations that today are key forces in the field, Laubach Literacy Action and Literacy Volunteers of America. The second phase—the 1970's to the early 1980's—was marked by growth and greater diversification of the system of literacy provision. A variety of new organizations entered the field and along with LVA and Laubach began to provide adult basic skills instruction, most using volunteers in some way. Among these were the federal ABE program, community-based organizations, correctional and religious organizations, and libraries. The report discusses their differing approaches to literacy instruction, their use of volunteers, the number and kind of students they serve, and other aspects of their operations.

According to Ms. Kangisser this period of expansion and diversification paved the way for a third phase of volunteerism which

is evolving now. This phase is distinguishable by four new trends: the growing professionalism of the field, changes in the make-up of the volunteer pool and a more varied use of volunteers, the emergence of corporate-sponsored volunteerism, and greater cooperation among the various provider organizations. The report discusses each of these trends in detail. The paper also seeks to dispel two persistent myths that have gained credence in the 1980's. The first is that volunteerism is a panacea, that if somehow enough volunteers could be recruited, the illiteracy problem would be solved. Ms. Kangisser explains that even if the number of volunteers were tripled, this national cadre of tutors would not be large enough to reach the millions of illiterates in need of help. In addition, volunteers have less time to donate now than in the past because of changing employment patterns—with the result that part- and full-time paid staff must be used increasingly in roles that once were filled by volunteers. A second myth is that volunteer programs are preferable because donated time is cost-free or low-cost. The report stresses that while the use of volunteers can be cost-effective, volunteers must nevertheless be recruited, trained, supervised, supplied with teaching materials, and otherwise "supported," all of which is costly.

Ms. Kangisser concludes that the current delivery system is stretched thin and can go no further without additional resources. She points out that recruiting more volunteers will only add to the burden unless the system as a whole receives major new support. And she notes that "making headway will require an enormous effort from the public and private sectors, a commitment of financial resources, and a social climate conducive to educational innovation and risk-taking."

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BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

It is indeed encouraging to observe specific examples of the way the cause of literacy is moving forward around this country. I've had the privilege in this past week alone of seeing three such examples as I met with groups of business people and literacy professionals in Pittsburgh, Newark, and Middletown, Connecticut. In each of those cities they were either preparing to launch a state or citywide literacy coalition or to expand the scope of one already started. And I was further encouraged that each of the segments of the community so necessary to make up a successful coalition was represented—government, education, libraries, voluntary and community-based organizations, and particularly business and industry, for the latter group is also an indispensable ingredient for any such coalition.

Certainly these rapidly developing literacy coalitions are heavily dependent on corporate financial support, but they also very much want and need business people's determined personal participation in the effort and the organizational, planning, communication, and management skills they can bring to bear.

The media are another vitally important ingredient in the battle against adult functional illiteracy. They are strongly supporting the current Public Awareness campaign, and each of the media industries, including books, magazines, newspapers, and public broadcasting, and also manufacturing and printing and paper have been developing and implementing their own programs to increase literacy. Among these efforts are those of the Printing Industries of America whose activities are profiled on page 7 of this issue of our Newsletter. BCEL has invited the chairmen and executive directors of each of the associations to a meeting on July 18th to exchange information on their present and planned literacy activities and to consider ways we could all best cooperate to achieve common goals.

NEWS IN BRIEF

National Ad Campaign Update

The Coalition for Literacy's Ad Council campaign continues to make progress:

- From January to May, 10,156 calls came in on the campaign's national 800 number. Of these, 7,175 came from potential volunteers, 1,838 came from students interested in being tutored, and 48 businesses asked for information about how they might help. At least half of the top 75 television markets, including all three networks, have been showing the TV ads. Twenty major magazines, including *Reader's Digest*, *Time*, and *Newsweek*, have placed ads and 20 more have pledged to carry them. According to the Ad Council, newspaper and radio support is growing. Based on its long experience with running similar campaigns, the Council believes that these preliminary statistics reflect a very positive trend and should improve substantially.
- Warner Communications recently agreed to donate \$.05 for every *New World Dictionary* sold from July to December 1985, generating an anticipated revenue of \$50,000 for the campaign. And the American Newspaper Publishers Association has agreed to do a special campaign mailing next year valued at several thousand dollars.
- As a form of technical assistance to state and local literacy programs, several Coalition leaflets are available at no cost. They include: *Basics of Public Relations*, *How to Form a Community Volunteer Literacy Program*, *One-to-One Tutoring*, *How to Tutor Without Being Part of a Formal Program*, *Utilizing Volunteers in ABE Programs*, *Tips on Fundraising*, *How to Form a State or Local Literacy Coalition*, and *Literacy—Libraries Can Make It Happen*. To obtain copies write to the Coalition, c/o Information Center, Box 81826, Lincoln, NE 68501 or call 1-800-228-8813.

Update On State Planning

BCEL reported in January on the status of state planning for literacy. Among the many developments since then are the following:

- To complement California's library-based campaign (which so far has received \$5.1 million in Library Service & Construction Act funding), Governor Deukmejian has approved a California Alliance for Literacy. When implemented, the Alliance will serve as a voluntary forum for state-wide coordination, public awareness, and research.

- The 36-member Illinois Literacy Council is making a special effort to involve the state's business community in its activities. The Chicago Ad Council will launch a state awareness campaign this summer. And Governor Thompson recently approved \$2 million in funding for literacy programs not eligible for ABE funding.

- Since being formed in February by Governor Collins, the Kentucky Literacy Commission has been working with the executive branch and the legislature to strengthen literacy services in the state.

- Most of Maryland's 24 counties have developed responses to the national awareness campaign. Local providers have met regularly during the past two years under the supervision of the State Advisory Committee for Adult and Continuing Education, which Governor Martin has directed to oversee adult literacy planning.

- In mid-May, WQED-TV aired its public-awareness documentary about Pittsburgh's illiteracy problem. To build on the interest generated, WQED and the Greater Pittsburgh Literacy Council sponsored a meeting in June with business leaders in the City.

Library Week Promotes Reading

The American Library Association joined forces with more than 50 national educational, social-service, labor, and business "partner" organizations to promote good reading habits during National Library Week, April 14-20. The theme "A Nation of Readers" was conveyed via ads in national magazines and newspapers, on radio and TV news and entertainment programs, and in the nationally-syndicated comic strip, *Nancy*. The ALA commissioned a series of color posters and bookmarks, for sale at a modest charge, which feature popular entertainers and fictional characters and carry messages aimed at both adults and children. For details about National Library Week contact Elizabeth Stone, Dean Emeritus, School of Library and Information Science, Catholic University of America, Washington, D.C. 20064 (202) 635-5085. To order posters and other material contact ALA Graphics, 50 East Huron St., Chicago, IL 60611 (312) 944-6780, ext. 378 or 235.

AMERICAN TICKET

KCET in Los Angeles is developing a national television series of 26 half-hour programs, called AMERICAN TICKET, that will teach basic skills and English-as-a-Second-Language. Designed for persons 15

years and older, the programs will be geared to school dropouts, functionally illiterate native speakers, and immigrants with poor English-speaking skills. Using a magazine format and entertaining story lines, the series will explore various aspects of American culture while focusing on basic language and life-coping skills, employment and job advancement skills, and motivating viewers to pursue further education. To increase the series' impact, KCET is planning an extensive community outreach effort to involve educational institutions, employers, and other groups. The station will produce guides for teachers and students, as well as video and audio cassettes for use in the home, school, and workplace. Funding is needed for production costs. To help, contact Bonnie Oliver, KCET, 4401 Sunset Boulevard, Los Angeles, CA 90027 (213) 667-9497.

Learning From The Navy

The National Commission on Libraries and Information Science is working with the Department of Defense and local libraries to apply to civilian basic skills programs a pioneering computer-assisted reading approach developed for low-reading level naval recruits by the Navy Personnel Research and Development Center. The project is operating under the federal "technology transfer" law which provides that the findings produced by any federally-supported R&D center be applied in the public sector. The CAI program, conducted at the Enoch Pratt Free Library in Baltimore and the Mary H. Weir Library in Weirton, West Virginia, has proved highly effective and is being evaluated for still further development by Carnegie Mellon University. For more information contact Christina Carr Young, NCLIS, Suite 3122, GSA ROB #3, 7th and D Streets, S.W., Washington, D.C. 20024 (202) 382-0840.

Chicago Forums

To focus attention on Chicago's adult illiteracy problem, the City Colleges of Chicago recently sponsored a series of literacy forums for the general public. The forums, featuring speakers from Chicago businesses, educational agencies, and local and state governments, stress the need for volunteers and publicize the range of programs available to teach adults to read, including free classes at the City Colleges. "Literacy is a team effort," says Peyton Hutchison, Executive Director of the Colleges' Literacy Project. "No one organization can do it alone. The forums are an excellent way of

getting information out to the public, but we need a lot more work." Next year the forums will be expanded and held in churches, housing projects, and other community-based organizations. For more information contact Peyton Hutchison, City Colleges of Chicago, 185 N. Wabash, Suite 1119, Chicago, IL 60601 (312) 726-5938.

Legislation For Basic Skills In Prisons

A bill introduced on May 22nd by Senator Arlen Specter (S.1190) calls for legislation requiring the States to assure that prisoners serving a term of two years or more be trained in the basic skills as well as a marketable job skill as a condition of parole.

Visual Aids

A growing variety of videotapes and films are available to the literacy and business communities, mostly for use in public awareness activities but occasionally providing instructional guidance. Two examples follow:

- *Teaching Adults to Read* consists of four 20-minute segments. One shows students talking about their experiences as functional illiterates; the others show the instructional techniques being used by tutors in Project Read classes. Purchase price \$150-\$350 depending on number of segments ordered and type of format. Contact Project Read, San Francisco Public Library, Civic Center, San Francisco, CA 94102 (415) 621-7323.

- *The Shame of a Nation* is a half-hour presentation of student and staff testimonials on adult illiteracy. Purchase price \$375 (discounted 50 percent for nonprofit groups); one-day rental \$95. Contact King Arthur Productions, 1278 Glenneyre, Suite 1054, Laguna Beach, CA 92651 (714) 494-2004.

Promoting Literacy In Cleveland

BCEL recently reported that a project at Cuyahoga Community College has been working on a plan to strengthen literacy services in Cleveland. A committee of 37 business executives, lawyers, judges, educators, health and human service professionals, and labor and religious leaders has visited local literacy programs and interviewed hundreds of individuals. Its newly-published report, *A Commitment to Literacy*, proposes a model program and calls, among other things, for the creation of a local Coalition for Literacy to promote public awareness, help set priorities for community action, and identify possible funding sources for programs in the area. A copy of the report is available at no cost

from Lily Kliot, Cuyahoga Community College, 1240 Sumner Court, Cleveland, OH 44115 (216) 348-8958.

New Funds For Literacy Among The Elderly

Under Title IV of the Older Americans Act, funds have been made available for demonstration projects to improve basic skills services for older Americans. Open to local providers through their State Agencies on Aging, the program provides grants of up to \$45,000, where at least 25 percent of the project costs come from non-federal sources. Preference is given to projects with a commitment beyond the 25 percent minimum as well as plans to obtain private-sector support. Proposals are due in the Regional Offices by July 15 for the \$450,000 available this fiscal year. Additional funding may be provided in subsequent years, but the Administration on the Aging has as yet made no future commitment. For more information local programs should contact their State Agencies on Aging while the latter should contact their Regional Program Director on Aging, Regional Health and Human Services Office.

BASIC SKILLS FOR YOUNG PEOPLE

Although BCEL's work is focused on functional illiteracy among adults, many good activities for improving the basic skills of youth also come to our attention and may be of interest to our readers. Following are three such programs.

The American Reading Council, founded in 1976, supports a variety of projects to help youngsters learn to read. Last year the Council launched a national school library campaign to bring renewed attention to libraries as a long-neglected source of reading material for children. The Council also has created two successful demonstration programs that it hopes to replicate nationally. The Friendly Place (El Sitio Simpatico), a community learning center in East Harlem, features a paperback library and low-cost bookstore, a preschool program for children and their parents, and many special-interest clubs. Youngsters who come on released time from neighboring elementary schools to the Book and Game Club have made significant gains in their standardized math test scores. (The Book and Game Club's manual is available from the Reading Council.) The Council's First

Reading Program trains New York City school teachers to encourage children aged 3-6 to learn to read with enjoyment and enthusiasm. Based on research by Piaget and others, the program draws on the children's own personal experiences to motivate them and gives them a wide exposure to children's literature.

Reading is Fundamental, established in 1966, works to prevent children from joining the ranks of the illiterate by motivating them to read through a nationwide grassroots network of local book distribution projects. Children choose books to take home, read, and keep at no cost to them or their families. RIF projects involve parents, educators, librarians, business and civic leaders, and provide year-round preschool through high school reading activities. To date, RIF has put more than 65 million books into American homes. RIF also sponsors workshops for parents, public service campaigns, and annual events such as "Reading is Fun" week.

Established in 1984, San Antonio Youth Literacy (SAYL) is an organization of business and community leaders working with the schools to reduce the number of functionally illiterate high school students in the area. Among SAYL's objectives are to create an awareness in the school system of opportunities for self-development and to design programs that provide both the environment and motivation to develop good basic skills. SAYL believes that communication skills are as important to functioning as reading, writing, and math, and gives special emphasis to this aspect of development and to "hands-on" learning. To illustrate, in one project 12 students from Edgewood High School produced a short film about life in San Antonio. They were given six weeks of on-the-job experience at participating businesses and three weeks of film production training at the Learning About Learning Education Foundation. They learned to use video equipment and still cameras, as well as how to interview people and how to present their ideas before a group. SAYL already enrolls some 300 students, most of whom are involved in similar projects.

(For more information about these programs contact: Julia Palmer, American Reading Council, 20 West 40th Street, New York, NY 10018 (212) 730-0786; Ruth Graves, Reading is Fundamental, Suite 500, 600 Maryland Avenue, S.W., Washington, D.C. 20560 (202) 287-3371; and SAYL, c/o Harriet Marmon, Price Waterhouse, One Riverwalk Place, Suite 900, San Antonio, TX 78205 (512) 226-7700.)

THE CASE FOR COMPUTERS

As computers come into widespread use in education, from kindergarten to the university, their role in adult basic education demands attention. Given the large gap between the millions of adults in need of basic literacy skills and the shortage of teachers, tutors, and funds to serve them, the potential of computer-assisted instruction (CAI) clearly needs to be explored. Can computers help to reduce the gap? If so, how? To what extent are they currently being used in adult basic skills programs? For what purposes? With what success? If adult basic education were "computerized," could we affect more people more quickly at equal or lower cost?

BCEL thought it timely to begin looking at these questions, especially as scattered reports from literacy providers relate strong positive experiences with the use of computers. To be sure, problems abound in the field, but the initial evidence does suggest that there is a potent, highly significant role for computers in addressing the distinct needs of adult illiterates.

The Merits

Holding Power. Computers are more than just another tool in the repertoire of instructional technologies. For many users they have a compelling fascination—a "holding power" that makes it difficult to put them aside. Teachers report that children compete for access to them, often staying hours after school to use them. Literacy workers tell of elderly women climbing flights of stairs at a center to practice on them. The appeal of computers is increasing student participation and motivating students to stay with instruction.

Positive Learning Environment. For adult non-literates especially, the computer provides a mode of learning that is untarnished by childlike overtones or the failures associated with their traditional school experiences. The most dramatic results have been with people who have been defeated by other methods and who thus believed that they could not read, write, or learn.

Learning About Computers. Adults who learn basic skills on a computer also learn in the process about computers. The operational techniques absorbed as a by-product of instruction become in themselves marketable skills. These adults stand a better change of competing for entry-level word processing jobs and job-training programs.

Enhancing Teacher Productivity. Computers can boost teacher productivity in two ways: by improving the ratio of teachers to students and by performing management chores. When students work on computers by themselves, supplementing work given by teachers, teachers are freed to serve more students and to address the students' personal needs and concerns. With the use of computer-managed

instruction (CMI), teachers are twice freed: testing, diagnosing, placing students at appropriate levels of instruction, tracking progress, and record-keeping are time-consuming chores efficiently performed by the machines.

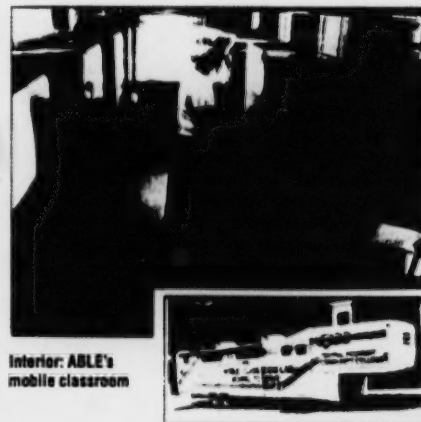
Instructional Effectiveness. Another characteristic of the computer is its ability to engender intense concentration. As interactive instruments requiring response by the user, computers produce a high level of task management and they increase attention span. They also provide individualization, self-pacing, and patience. Their capacity to store and retrieve information permits students to interact with material geared to their greatly varied individual levels and rates of speed, and to receive instant feedback. Computers also can repeat the same question endlessly, react without impatience or irritation, and provide the privacy that protects from embarrassment. These features are especially important for illiterate adults. Finally, CAI programs can offer instruction that otherwise would not be feasible. Combined with interactive videodiscs, for example, they can bring reality to the learning situation. Real-life images and sound can be added to the courseware, making it possible to incorporate vivid examples that show how things being learned fit into the daily lives of students.

Reducing Attrition. Drop-out rates often reflect scheduling conflicts due to job and family duties. With computers available for a portion of the program, rigid scheduling can be eased. If a tutor misses a session or a student has extra time, the student can drop by the literacy center and work independently. This flexibility even makes it possible to offer instruction in locations where teachers are not available at all.

Notable Models

A prime example embodying many of these elements is ABLE, the Adult Basic Literacy/Education program of North Carolina's Central Piedmont Community College. ABLE uses a total of 32 microcomputers at four off-campus learning centers. One is in a shopping mall, another in a neighborhood center, and still another in a mobile van serving church and prison populations. Now in its third year, ABLE has served 1,300 persons. The computerized core curriculum in reading and math rests on the PLATO Basic Skills Learning System developed by Control Data Corporation and the University of Illinois. The curriculum is supplemented by Apple software, print and other media, and work with teachers and tutors. For students at the fourth to eighth-grade reading levels, the computer software constitutes 80 percent of the total instructional package. At these levels, the teacher acts as a guide, facilitating the student's progress through the CAI program. At zero to fourth-grade levels, the weight is on one-to-one tutoring, with the CAI component used for about one-third of the program.

The results show a clear advantage over the traditional classroom or tutoring situation. ABLE students advance an entire reading grade-level in 20 hours. In contrast, it takes 150 hours to achieve this in conventional adult basic education classes at North Carolina's community colleges. "Beyond the actual time saved," notes Central Piedmont's president, Dr. Richard Hagemayer, "consider what it means in terms of incentive. If you're 35 years old with two children, reading at a fourth-grade level, to put in 150 hours you've got to go to a traditional



Interior: ABLE's mobile classroom

class two nights a week, two hours a night, for 37 weeks. And if you want to qualify for a job training program that requires an eighth-grade reading level, you'd have to go for three years. Compare that with 60 hours."

ABLE administrators credit the success of the achievement rate to the individualization of the program and the intense concentration evoked among students working on the computers.

Another notable model is the U.S. Navy's Wisher-Duffy system, currently being tested at a number of civilian sites, among them the Enoch Pratt Free Library in Baltimore, Maryland, and the Mary H. Weir Library in Weirton, West Virginia. (See News In Brief item, Learning From The Navy.) This system, developed for the navy by cognitive psychologists Robert Wisher and Thomas Duffy, is based on information-processing theories that evolved from research in the 1970's on the nature of the reading process. It improves on presently-available software in significant ways, and has been validated with low-literate naval recruits reading below a sixth-grade level. The recruits improved their reading comprehension in half the time and their vocabulary scores in one-third the time as those conventionally taught, and they retained what they learned about twice as well.

An important pioneering feature of the system is that it enables instructional personnel with no prior knowledge of computers and with a minimum of training to design CAI programs tailored to individual student interests and needs. The "content sensitive" system allows the teacher or tutor to feed the computer any material, in whatever language they please, by simply typing it on the keyboard. In this way the lesson can be tailored to a particular subject of interest to the student—i.e. current events, career or health information, or sports. The lesson can be scaled up or down by using simple or difficult words and shorter or longer sentences. The material is then converted by the computer into a series of exercises which require the student to interact with the step-by-step elements of the reading process.

A major objective of the two library projects is to test the attitudes of librarians and tutors as well as their ability to master the system. After a half dozen orientation sessions totaling 15 hours, library staffs and volunteer tutors, all new to computers, were able to produce their own specifically-targeted programs. The subjects include money management,

vocational information, income taxes, driver education, and consumer affairs. Extensive evaluations and further development are being conducted by Dr. Duffy at Carnegie Mellon University.

Extent Of CAI Use

The extent to which CAI has penetrated the adult basic education community is unknown. No data have been systematically collected and there is no central communications network. Fragments of information point to great variation from one literacy-providing sector to another. These range from the virtually non-existent use of technology among the voluntary providers to a very limited use by corrections, job training, and state ABE programs, to the military at the top. Some random examples follow:

- In 1980, more than \$70 million was spent by the military for basic skills education and training, with a significant portion for CAI. According to 1984 Department of Defense figures, one-third of all new recruits read at or below the eighth-grade level. These enlistees have to digest information that will enable them to operate and maintain sophisticated, costly, and dangerous equipment. It is no surprise, then, that the military is the most advanced in software and systems development.

- In the correctional system, a 1981 Ford Foundation study found that computer-related learning experiences were available to some 40 of the nation's 600 federal and state prisons. The number is thought to have grown substantially since then. To gather solid data, the Correctional Education Association is about to launch a \$200,000 survey of the nation's prisons to determine the extent and nature of computer instructional uses. In addition, between 1984 and 1985, some \$1 million in grants to 15 states will have been made by the National Institute of Corrections to enhance or develop such programs.

- In St. Paul, Minnesota, a \$1.3 million community CAI program was opened in a walk-in storefront earlier this year. Called TLC for Technology Literacy Center, the program is funded by a consortium of foundations and the St. Paul Public Schools. Among its goals are to train educators and to conduct research on applying the technology to basic literacy instruction.

- Under Section 310 of the Adult Education Act, states are required to spend at least 10 percent of their federal ABE funds for innovative efforts. A review of these activities reveals that in 1984 and 1985, only 17 and 23 states respectively sponsored computer-related basic skills projects. CAI projects made up less than 15 percent of all pilot programs funded. The 1983 and 1984 expenditures for such CAI efforts was less than \$250,000 a year. This sum increased in 1985 to over \$650,000, and brought with it a shift in emphasis from computer-assisted to computer-managed instruction. Fortunately, these negligible ABE figures do not reveal the entire story. A few states have moved toward more extensive CAI for adult basic skills. Massachusetts, for example, has a statewide plan to introduce computers into its ABE program, and more than half of ABE's learning centers already have them. Other more advanced states are Florida, New York, and the four-state Northwest Consortium of Oregon, Washington, Idaho, and Alaska. In California, Illinois, and Michigan computer technology is part of the adult basic education scene but the prevailing use has been for instructional management.

With so few overall facts available on the state of the art, BCEL consulted experts in the field and asked them to estimate the total extent of CAI usage for basic skills instruction among all literacy providers in the nation. On a scale of one to ten, not a single response exceeded two.

Issues For The Future

What elements impede the wider use of computers to teach adult basic skills?

Hardware. Access to hardware is not the serious barrier that might be supposed. Microcomputers are quickly becoming commonplace in American society. Their growth in the public schools has been explosive, doubling annually since 1981. Of 700 school administrators recently surveyed, 94 percent reported that their students had access to school computers. (Apple had a commanding lead as of 1983 with 49 percent of the school market; Radio Shack at 21 percent and Commodore at 15 percent were the next most popular.) Hardware prices have fallen dramatically. A microcomputer and printer can be bought today for \$700 to \$1,000 and the median price for a program is presently around \$43. Manufacturers, vying for superior position, have donated thousands of machines to school districts, with a market value in the millions of dollars. Some observers believe the razor/razor-blade principle may soon apply: manufacturers may give the machines away in order to sell the software.

This does not mean that access is universal. Many populations are still deprived of the opportunity to use computers, especially disadvantaged groups. But this problem can be overcome if there is a will to do so. The Houston Independent School District, for example, runs a program called "Computers Can," which lends for home use 4,500 school computers and then trains parents in their use. The target populations are economically disadvantaged. Another Houston project, "Compu-Buy," lets parents buy the machines at district-negotiated bulk prices and provides a lending library of educational software. The district also cooperates with the local college ABE program, providing adults with nighttime access to its computers. In another example, the Boston Computer Access Council—comprised of representatives from business, education, ABE, job training, and the handicapped—meets monthly to explore ways to facilitate access to the thousands of computers in the city for disadvantaged citizens. The Houston and Boston approaches can easily be adapted elsewhere. And libraries and community organizations have by their nature a capacity to make both computers and computer services available to neighborhood residents.

Software. Far more difficult is the problem of quality software. It is a well known axiom that computers are only as good as the programs that feed them. According to EPIE, the Columbia University Educational Products Information Exchange (which evaluates computer programs for the schools), 60 percent of educational software "is not worth the money." (It is estimated that \$20 million was spent by the schools in 1983 for software, with another \$110 million spent on educational software for the home.) Most of the material fails to exploit the computer's capacity to develop problem-solving and independent reasoning skills in the user. Drill and practice programs, for instance, make up half the inventory, and tutorials another quarter. These serve a useful purpose for adults learning basic skills, but they do little to foster independence of

thought. Simulations and the higher order problem-solving programs represent less than a fifth of the inventory.

More to the point, there are virtually no programs available that have been designed specifically for adult basic education students. PLATO's is the only comprehensive basic skills curriculum designed for adults, yet even it is not geared to mature persons and their daily lives. The content was designed chiefly for 16-21 year olds and most adult students are much older. The average age of students in the ABE program is 36. Moreover, a third-grade reading level is required to use PLATO at all, and many adults have a lower level of achievement.

Throughout the field the critical need for appropriate software is stressed over and over again. But program development is extremely costly, and software publishers are either uninformed about the size of the adult basic education market or not willing to risk the investment.

It should be noted that Senator Albert Gore has introduced into Congress a bill calling for establishment of a \$150 million revolving fund to support venture capital organizations in developing educational software. It is to be hoped that where the focus is on adult basic skills, researchers, literacy providers, and the software developers will come together to plan needed curricula.

Other Barriers. The other main elements that impede forward movement have to do with prevailing attitudes among educators, lack of training, and poor patterns of communication. Educators are historically resistant to adopting new techniques, and the idea of computers for adult basic skills is not yet sufficiently included in their thinking. Beyond that, professionals need training to be able to work with computers and feel comfortable with them, to evaluate and select software, and to articulate computers with the rest of their instructional program. And volunteers, too, must be involved in these activities. Furthermore, the lack of a central communications network for gathering information about computers in basic skills and for sharing experience leaves practitioners isolated and without support for improving current programs or developing new ones.

The problem of adult illiteracy is too massive to be solvable in traditional ways alone. Most experts agree that to sharply increase the numbers of adults being instructed, as well as to achieve economies of scale in the long run, the use of computers and other technology will be vital. Thus it behooves those interested in advancing adult literacy in the U.S. to investigate further and seek avenues for promoting the greater use of computers. And it should be kept in mind that as computers become more commonly used in adult basic education a goal should be to assure that persons most in need of educational help have access to them. Otherwise, the gap between the "knows" and "know-nots" will be enlarged.

As a next step in exploring some of the issues only touched on in this article, an invitational conference is now being planned that will bring together literacy practitioners in the U.S. who have experience using computers in their programs. The conference, tentatively scheduled for the fall, will be sponsored by the Gannett Foundation with the participation of BCEL, B. Dalton Bookseller, and others. BCEL itself is planning a full-length monograph on computers and adult basic skills to be available by the end of the year.

BOOK REVIEW



More and more high school graduates are so deficient in their basic skills that they are not likely to succeed in college courses without special assistance. Students' lack of proficiency in basic skills, long known to be a concern for black and community colleges, is now a problem also facing even the most highly selective institutions. In fact, this problem has become so serious that the very survival of colleges and universities may depend on how they respond to it.

These are among the conclusions of a 1984 national study, *College Responses to Low-Achieving Students*, by three scholars at the University of Texas in Austin—Professor John Roueche, Director of the Community College Leadership Program, George Baker, Assistant Professor in the Department of Educational Administration, and Suanne Roueche, Senior Lecturer in the Department. This report has just received the 1985 Distinguished Research Publication Award from the Council of Universities & Colleges. Building on a 1977 study (Roueche & Snow) which reported on the services that some 300 colleges offer their high-risk students, the authors surveyed institutions of higher education in the U.S. to determine the extent of illiteracy among their students, how they are responding to the crisis, and what common elements work best in preparing their entering students for college-level work. Some 2,508 surveys were mailed with an overall response rate of 58 percent.

The study divides academic institutions into five basic types: research universities, doctoral-degree-granting universities, comprehensive colleges and universities, liberal arts colleges, and community colleges. In each category, the institutions reported that they provide some basic skills courses and

services. However, the extent of their assistance varies greatly, depending on how severe a problem exists at particular institutions. Not surprisingly, public institutions, community colleges, and inner-city institutions have a higher student illiteracy rate than other types and thus provide the most assistance. But one of the most significant findings of the study is that the majority of private and highly-selective institutions reported a major basic skills problem among their students and many are offering some kind of special program to deal with the problem. For example, 67 percent of private institutions reported having basic skills courses for low-achieving students and 62 percent offer counseling and other support services.

One of the report's main sections deals with how the various institutions have organized their delivery of basic skills. For example, how are students' skills assessed? How are the institutions' programs staffed? How are curricula designed? What instructional processes are used? Among other things, the survey found that with the exception of the major research universities, basic skills courses are most often offered within particular departmental disciplines. Moreover, the majority of institutions use full- and part-time paid instructors and counselors and 57 percent offer orientation activities. More appear to be awarding credit for completion of basic skills courses and to be applying that credit toward degree requirements than was the case in 1977. And about

half now use some form of diagnostic and exit testing, and an instructional approach where student learning can be self-paced.

According to the authors, for college basic skills programs to be effective, six ingredients are essential: Written policies and procedures must be clearly formulated; students' learning needs must be assessed and identified; learning goals must be specified; programs must be designed to meet those goals; instructors and counselors must be properly trained; and programs must be evaluated carefully to determine their effectiveness. While there are exceptions, most programs are weak in these critical areas or lack such elements altogether.

It is important to note that all categories of institutions reported plans to increase their basic skills programs and services as well as to improve program evaluation and retention. But at the same time they fear a decrease in the administrative, professional, and counseling positions needed to support these activities. The authors stress that colleges and universities cannot wait for high schools to improve the basic skills of their graduates. They see an immediate need for higher education institutions to recognize their responsibility to accommodate the needs of low-achieving students, who, despite their basic skills deficit, can succeed in college with the right kind of help.

(The report is available at \$26.25, including a 5 percent shipping charge, from HBJ Media Systems Corporation, 6277 Sea Harbor Drive, Orlando, FL 32887 (305) 345-3434.)

CORPORATE LITERACY ACTION

GANNETT FOUNDATION

As part of its 50th anniversary activities, the Gannett Foundation has announced a new grant program. \$200,000 has been earmarked during 1985 for literacy programs serving the 89 communities where the Gannett Company has operations. Half of this sum will go to local LVA affiliates and half to other provider organizations including Laubach, CBOs, libraries, correctional programs, and job-training programs which include basic skills. One-time grants of up to \$10,000 are available on a first-come, first-served basis. Applications can be obtained from local Gannett chief executive officers

or from the LVA and Laubach national offices in Syracuse.

An additional \$100,000 will be used to support the development of computer-assisted adult basic skills programs and to develop projects in which newspapers are used as an instructional tool. As a first step in the computer area, a 1985 conference is being planned to convene representatives from national literacy groups, computer companies, and already-operating computer-assisted programs.

Independently of this new grant program, since 1980 the Foundation has granted some \$300,000 for adult literacy programs. One grant of \$75,000 supported a computer-assisted program in Forrest County, Mississippi, called Project HELP, in which adult family members work to improve their basic skills and in the process increase the mo-

tivation of their children and other family members to learn. And between 1980 and 1984, Literacy Volunteers of America received nearly \$100,000 to prepare and distribute a manual which guides tutors in the use of newspapers for instruction.

The Foundation was established in 1938 by the Gannett Company's founder, Frank Gannett. In 1984 its grants and program-related actions totalled over \$14 million, promoting at the local and national levels journalism education, volunteerism, and other cultural and social activities including adult literacy.

(For more information contact Christy Bulkeley, Vice President, Gannett Foundation, Lincoln Tower, Rochester, NY 14514 (716) 262-3315.)

PRINTING INDUSTRIES OF AMERICA

The Printing Industries of America, Inc. is an umbrella association made up of firms

representing the full spectrum of print and print-related industries in North America, including equipment manufacturers, ink producers, compositors, printers, binders, and others. With from 12,000 to 15,000 member firms represented—many of which are small shops and neighborhood businesses—PIA's membership reaches into almost every American community.

Recognizing the connection between literacy and the print industry, PIA recently approved a plan to increase the involvement of its member companies in the adult literacy issue. Developed by Marcia Horn, PIA's Vice President for Communications, the plan includes two immediate steps: establishing a committee to plan and develop a financial base for PIA's literacy work, and instituting a literacy awareness campaign among PIA members via the industry-wide newsletter, meetings, and other activities.

From these initial steps would grow further PIA involvement at the national association level and among local affiliated companies, including grants to literacy programs at all levels. In-kind assistance may also be provided, including printing of instructional materials, meeting space, development of promotional material, management and financial advice, and volunteer tutoring. PIA members also will be asked to serve as advocates for the literacy cause by speaking out on the issue in trade meetings, joining literacy planning bodies, and providing advocacy print materials. By becoming involved in such activities member companies would be contributing to an important social cause while increasing their own visibility in the community.

(For further information about the PIA effort, contact Marcia Horn, Vice President for Communications, PIA, 1730 N. Lynn Street, Arlington, VA 22209 (703) 841-8155.)

WHAT OTHER COMPANIES ARE DOING

GRANTS AND IN-KIND CONTRIBUTIONS

The **American Can Company** gave recent funding to Project LEARN in Cleveland. **American Greetings Corporation** provided printing services to the program, which also gets support from other Ohio-based companies.

Anheuser-Busch Companies recently made a grant of \$26,000 to SER-Jobs for Progress, a network of training centers which provides vocational and basic skills instruction in Hispanic and other communities nationwide.

On April 20, **AT&T** hosted the annual conference of Literacy Volunteers of New Jersey at its corporate headquarters. **McGraw-Hill** is represented on LV-NJ's board and hosted a partnership seminar at which tutors and program staff discussed the opportunities for collaboration with private and public-sector resources in local communities. **Westinghouse Elevator Company** hosted a similar partnership seminar in LV-NJ's northern region, and **Allied Corporation** provided space for a program management seminar for northern New Jersey literacy groups. **John Wanamaker** provided space in its shopping mall for a dinner honoring LV's tutors.

Bell Telephone Company of Pennsylvania and the **UPS Foundation** were among the sponsors of a four-day literacy conference held in May at the University of Pennsylvania. Organized by the University's Literacy Research Center, the conference assembled literacy researchers and practitioners from industrialized and non-industrialized nations for the purpose of sharing information and charting new directions in research.

Century Plaza Theatres rewards the efforts of adults in the Decatur, Alabama ABE program with free theater passes to those with exemplary class attendance.

Doubleday has been contributing to Literacy Volunteers of New York City for several years, and recently donated 1,000 books to Reading is Fundamental. Doubleday's *Illiterate America*, by Jonathan Kozol, is being promoted in part through literacy coordinating bodies around the country.

Exxon Education Foundation, IBM, The Hewlett Foundation, The Annenberg Foundation, McGraw-Hill,

New York Telephone, Chicago Tribune Charities, Morgan Guaranty Trust, Tandy Corporation, and Manufacturers Hanover Trust are among the companies presently funding the Business Council for Effective Literacy, with grants ranging from \$1,000 to \$50,000.

The **Los Angeles Times** has granted \$5,000 to the Washington Education Project, which arranges for college students to serve (for college credit) as reading tutors for adults and children across the country.

Random House is providing instructional software to Volunteers of America for use in its computer-assisted literacy project. The project involves retired Americans who volunteer to help literacy programs in some 30 cities under the supervision of the American Association of Retired Persons.

The **Reader's Digest Foundation** covered the printing costs of the March 1985 issue of "The Reader," LVA's national newsletter.

Southwest Booksellers Association has for the past five years contributed to libraries participating in Project LIFT, Literacy Instruction for Texans.

Time, Inc. recently donated \$8,000 to the Association for Community-Based Education to help strengthen the literacy services of ACBE member institutions and CBOs in general.

Waldman Graphics in Pennsauken, New Jersey recently conducted a literacy awareness campaign among its employees, with the result that \$800 was donated by some 75 employees to the local Focus on Literacy program.

Young and Rubicam donated staff to help Literacy Volunteers of America prepare a brochure to inform corporate leaders of its major fund development endowment campaign.

PLANNING, AWARENESS, RESEARCH

The **American Newspapers Publishers Association** is making literacy a higher priority. A group of publishers, Newspaper in Education directors, and literacy representatives met recently to identify ways that individual newspapers can help. In the June 1985 issue of *PressTime*, the Chairman and CEO of ANPA urged members to create employee volunteer tutoring programs, run Ad Council public awareness ads, organize

community meetings, create curricula by which nonreaders learn to read using their newspapers, and "adopt" adult basic skills programs in their communities.

Bell Telephone Laboratories, IBM, NBC News, The Times Mirror Company, United Technologies Corporation, Harper and Row Publishers, and other businesses were represented on the Advisory Committee of the *Books In Our Future* project of the Library of Congress. Corporate funding for the project came from **The New York Times Company Foundation, International Thomson Holdings, McGraw-Hill Foundation, Ingram Industries, and Book-of-the-Month Club.**

Publishers Weekly devoted its May 24th issue to the topic of adult illiteracy. Articles describe the social and economic effects of illiteracy and what the public and private sectors are doing about it: BCEL President, Harold W. McGraw, Jr., is interviewed, and one article highlights what the various regional booksellers associations are doing or plan to do about illiteracy in their home territories.

COMPANY-SPONSORED PROGRAMS

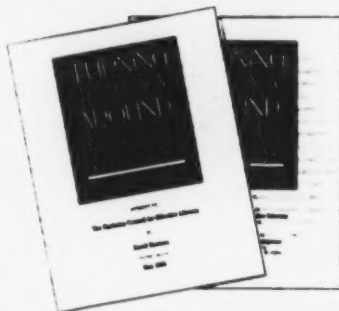
CIGNA Corporation has opened a literacy tutoring center in its Philadelphia corporate offices.

McGraw-Hill, Inc. recently implemented an employee volunteer program at its New York City headquarters in a pilot project that later may be replicated in other company locations. Literacy Volunteers of New York City, the Fortune Society, and Jobs for Youth provide tutor training on company premises and employees have signed up to then assist one of the three programs.

The employees of several members of the **Northern California Booksellers Association** are serving as volunteer tutors in literacy programs in San Francisco. Member bookstores have contributed books to area tutorial programs.

Scott Paper Company began working last fall with the Delaware County Literacy Council in Chester, Pennsylvania to provide volunteer employees and retirees as adult tutors. The program is part of Scott's Employee/Retiree Volunteer Effort (SERVE) which uses a computerized clearinghouse system to match company volunteers with local nonprofit groups.

AVAILABLE FROM BCEL



• **TURNING ILLITERACY AROUND: An Agenda For National Action** was summarized in the April issue of BCEL's Newsletter. It consists of two working papers on the short- and long-term resource needs of the adult literacy field, and contains recommendations for public and private-sector action. One was written by Donald McCune and Judith Alamprese under AAACE auspices; the other by David Harman of Columbia University. The set of papers is available for \$10. Please send your written order with a check payable to BCEL.

• **Pioneers & New Frontiers** is summarized in this Newsletter. Copies are available at \$4.50 and should be ordered in writing with an accompanying check payable to BCEL.

• **Functional Illiteracy Hurts Business** is a leaflet designed primarily as an aid for local literacy programs in their fund-raising efforts. It gives specific suggestions to business on how to help support adult basic

skills programs—with grants, planning assistance, and in-kind services. Programs can insert their names and addresses on the back flap. The leaflet may also be of direct use to state planners and the business community. Copies are available at no cost for a modest supply, but due to heavy demand there is a small per-item cost for large orders.

• **BCEL Newsletter.** BCEL retains a supply of back issues and copies of any issues will be provided at no cost for up to 24 and at 25¢ per copy thereafter. Newsletters may be reproduced in whole or part without permission but with attribution to BCEL.

NOTES ON ORDERING: As a small organization BCEL does not maintain a billing system. Thus, where payment is required, a check must accompany your order. Prices are all-inclusive; because BCEL is nonprofit and tax-exempt, tax need not be added.

The Business Council for Effective Literacy is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literary programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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Beth Godat
Staff Asst.

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N. Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

Business support for adult literacy is growing rapidly throughout the country. Nowhere is this more evident than in the print and print-related industries. On July 18 BCEL hosted a meeting of the heads of the American Association of Publishers, the American Booksellers Association, American Business Publications, the American Newspaper Publishers Association, the American Paper Institute, the Book Manufacturers Institute, the Magazine Publishers Association, and Printing Industries of America. Every one of these associations and many of their members have already been showing their concerns about the adult functional illiteracy problem, and the July meeting gave them an opportunity to share their experiences. Each organization has also been developing an industry-wide program to call on the special resources of its members in confronting the illiteracy problem.

Outstanding examples of individual corporate contributions include the Gannett Foundation which has pledged \$500,000 in literacy grants for the 50th anniversary of the Gannett Company. The funds will support voluntary literacy programs in communities where Gannett has operations as well as selected projects to develop the use of computers, television, and newspapers for basic skills instruction. Similarly, the Chicago Tribune Charities has taken a leadership role in developing general business support for literacy programs in Chicago and throughout Illinois and has already contributed \$70,000 to area programs. The Pittsburgh *Post-Gazette* and the *Kansas City Star* have initiated important programs in their home cities. And the *Los Angeles Times* has done a major study of literacy problems in Southern California and is leading the creation of general business support there.

The American Newspaper Publishers Association, through its Foundation and its Newspapers in Education program, is developing a nationwide effort, including active use of the Advertising Council's public service ads and the use of newspapers as learning materials.

The Magazine Publishers Association has established a special committee on literacy and has made arrangements to give copies of magazines returned from newsstands to Reading Is Fundamental and other literacy programs.

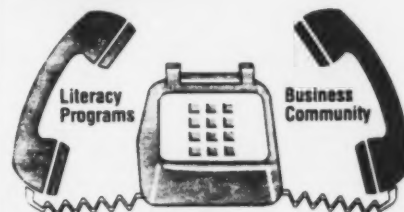
Time, Inc. is providing important funding for the Laubach and Literacy Volunteers of America national offices, and recently launched a national remedial reading program for both adults and children (called "Time to Read") which will utilize their employees and Time, Inc. magazines and other materials for instruction.

Gulf + Western Foundation (owner of Simon & Schuster and Prentice-Hall book publishers) has set aside \$500,000 for grants to literacy organizations in 1986. Bantam Books, New American Library, and Warner Books have all pledged their help by making a percentage of their book sales available to literacy programs and by promoting Ad Council ads in their books. B. Dalton Bookseller has an outstanding record, having committed \$3 million to literacy efforts over a four-year period. Dalton is giving grants to local literacy programs in those communities where it has bookstores, and is providing national leadership in a good many aspects of the literacy cause. And the American Booksellers Association has been developing a project involving a high percentage of its member stores under the general slogan "Give the Gift of Reading" to encourage contributions to local literacy activities.

Printing Industries of America is adopting a major plan. PIA is currently working to develop greater awareness among its 12-15,000 members and envisions a major national grant program. Similarly, the American Paper Institute is working on a plan to involve its members.

These highly encouraging developments are not limited to the print industries alone. There are increasing signs of involvement from the broadcasting, banking, and insurance industries among others. BCEL will be convening meetings of some of these groups in the coming months and we are also working more and more with the CEOs of individual corporations as well as their contributions officers and personnel directors.

CONNECTIONS



For the past several months, BCEL has been developing information about companies that are willing to receive funding proposals from local, state, and national adult literacy programs and organizations. We are pleased in this issue of our Newsletter to provide information about 32 companies that have either already adopted adult literacy as a specific area of grant interest or told us they are willing to consider proposals from the literacy field.

The information given below has been prepared in cooperation with company contributions officials. In using it, please be aware of three general points: First, in most cases literacy is not a priority at this time; applications will have to be reviewed in the context of other areas of grant interest. Second, overall grant budgets are relatively small in most cases and it will be better to determine in advance how much can reasonably be requested. Third, each company has its own particular ground-rules regarding eligibility, application procedures, the kind of information needed to evaluate a proposal, and the form in which information must be submitted; thus, except where otherwise indicated, an initial phone call or letter of inquiry should be the first step. (cont'd. on p. 4)

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**27 million
Americans can't read.
And guess who
pays the price.**

Every year, functional literacy costs
American business billions.

But your company can fight back
by joining your local community's fight
against illiteracy. Call the Coalition for
Literacy at toll-free 1-800-228-8813
and find out how.

You may find it's the greatest cost-
saving measure your company has ever
taken.

**A literate America
is a good investment.**

National Ad Campaign & Business

A main feature of the Coalition for Literacy's national adult literacy campaign is the Ad Council's appeal to the business community. Several print ads (including the one above) have been distributed to over 4,000 business and trade publications, and others have been sent to all 1,700 daily newspapers. By June 1985 (only five months into the campaign) some 501 newspapers had printed one or more ads for an estimated dollar value of \$247,430 and by August 9th business press ads had appeared in some 31 major magazines for an estimated dollar value of over \$110,000. (Ads for all media elements of the campaign including television and radio have generated about \$8 million in space and time to date.) The Ad Council will shortly begin a new round of production and distribution activity, with plans to produce two new business press ads and one new newspaper ad. It will be some months before the new ads are ready for distribution and in the meantime the print media are urged to continue using the present ads. In all of them, businesses wishing to help combat adult illiteracy are advised to call the Coalition for Literacy on its toll-free number (1-800-228-8813) for information on national and local activities in need of their support. BCEL will also be glad to provide information and guidance to the business community.

The Launching of LITNET

LITNET, a national computer information system developed by the federal Adult Literacy Initiative, will begin operating this month. Designed to increase communication among individuals and organizations concerned with adult literacy, LITNET will provide up-to-the-minute data about literacy programs and practices, funding sources, legislative developments, federal activities, business and industry efforts, technology innovations, research and development activities, literacy services for special populations, and media literacy projects. LITNET services will include 24-hour electronic mail, bulletin boards, and computer conferencing. The system will incorporate information from local and regional computer networks, including READNET, a project of the Mayor's Commission on Literacy in Philadelphia. In order to join LITNET, users must have access to a computer terminal equipped with an asynchronous 300 or 1200 baud telephone modem. Basic costs include a one-time set-up fee of \$25 and user charges ranging from \$4 to \$14 an hour depending on the time of day, the systems being used, and the place from which the call is made. Special rates are available for groups of users. For more information contact The Adult Literacy Initiative, LITNET, 400 Maryland Avenue, S.W., Room 4145, FOB 6, Washington, D.C. 20202 (202) 472-9020.

Gannett Computer Conference

A nationwide network to help literacy groups share vital computer-tutoring methods is expected to emerge from an invitational conference funded by a \$62,000 grant from the Gannett Foundation. Some 50 literacy professionals from around the nation will attend the "Adult Literacy and Computers" conference on November 21 and 22 hosted by the Technology for Literacy Center of St. Paul, Minnesota which is coordinating the event. Helping the Center plan the conference is an advisory committee including Christy C. Bulkeley, Vice President, Gannett Foundation; Robert Clausen, Director of Community College Instruction, Oregon Department of Education; Jean Hammink, Literacy Specialist, B. Dalton Bookseller; Ellen Lippman, Program Coordinator, New York City Literacy Assistance Center; and Ruth Weinstock, Consultant, Business Council for Effective Literacy. For further information contact Terilyn Turner, Manager, Technology for Literacy Center, 580 University Avenue, St. Paul, MN 55103 (612) 222-4464.

Assessing Literacy in Young Adults

The National Assessment of Educational Progress, a congressionally mandated project funded by the National Institute of Education, is carrying out a national survey of the basic literacy skills of young Americans. In the spring of 1985 they began screening some 40,000 households to identify a nationally representative sample of between 3,600 and 5,000 young adults aged 21-25 and several hundred out-of-school 17-year-olds. The project will gather information on the background and demographic characteristics of the target population including the environments in which they grew up, their early language experiences, education and training, job status and aspirations, current reading and writing practices, and community involvement. The study will use simulation tasks to draw a profile of literacy skills and in-home interviews to assess proficiency in spoken English. Among the questions to be investigated are: what are the various levels and types of literacy achieved by different groups and what is the relation between literacy performance and time spent reading and writing at home and on the job?

The findings, due in the spring of 1986, are expected to be used for economic development, educational planning, and practical programs to improve literacy. For further information contact Irwin Kirsch, NAEP Adult Literacy Project, CN 6710, Princeton, NJ 08541-6710.

American Reading Council Pilots Adult Program

Well known for its programs to motivate children to read, the American Reading Council (ARC) recently launched a six-month pilot program, in conjunction with an East Harlem religious organization, to help mothers who read below the fifth-grade level. Based on the philosophy and techniques of Brazilian educator Paulo Freire, the program brings together women of similar backgrounds and concerns and uses transcripts of their discussions to develop basic text materials. ARC wants to "help break the cycle of illiteracy" by teaching mothers who in turn will become able to help their own children read and write. ARC has been sharing its experience in this project with other adult education groups around the country. Funding for the effort was provided by the City of New York. For more information contact Julia Palmer, Executive Director, American Reading Council, 20 West 40th Street, New York, NY 10018 (212) 730-0786.

In The States

• A statewide conference of Ohio literacy groups in June has led to formation of the Ohio Literacy Network, a mechanism for coordinating the activities of major providers. A Board of Education task force is being formed to develop recommendations on needed literacy action, and the state legislature has approved a 171 percent increase in funding for adult basic education over the next two years, bringing its annual appropriation to \$7.5 million. Skillful lobbying by adult educators is credited with convincing legislators of the importance of the funding increase.

• As a result of work by the Oklahoma Literacy Coalition, local literacy planning councils have now been established in some 50 locations. The Coalition's new Business Advisory Council is helping to develop appeals for wider business involvement and the local councils are receiving guidance on how to work with businesses in their areas.

• Since February, the Kentucky Literacy Commission has concentrated on drafting new adult literacy legislation. The legislature recently approved funding for the Commission's staff and appropriated \$735,000 for literacy programs in 1987 and 1988 in addition to \$1.1 million in new funds allotted to the state's ABE program. This month the commission will hold a meeting for business leaders under the sponsorship of Ashland Oil Foundation and Humana, Inc., and featuring BCEL President Harold W. McGraw, Jr. as the keynote speaker.

• In Bridgeport, Connecticut, Mayor Leonard Paoletta has appointed a 13-member Commission on Literacy to develop programs for addressing the adult literacy problem there. Initial activities will focus on readers fluent in English, with programs for non-English speakers to be developed later. In announcing the Commission the Mayor noted the need to be aggressive in taking on the illiteracy problem and he hoped that Bridgeport's program would serve as a model for other cities.

CPB Funds Public TV Task Force

WQED in Pittsburgh has received funds from CPB for a new PBS Literacy Task Force whose purpose is to develop and coordinate new television projects in adult literacy. Ten major PBS stations and state networks make up the task force including KCET in Los Angeles, KCTS in Seattle, WNED in Buffalo, and the state systems of Connecticut, Kentucky, Mississippi, Nebraska and South

Carolina. The first meeting of the task force was held on June 23-25. For more information contact Margot Woodwell, Station Manager, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213 (412) 622-1320.

Confronting Illiteracy in Canada

Recent reports indicate that Canada has as serious an illiteracy problem as the U.S., but there is no national program to address it. Each province is responsible for its own literacy activities, and interest in literacy varies from region to region. To help develop national leadership and commitment, Janet Turnbull, Vice President of Seal Books, and John O'Leary, Director of Development at Frontier College, are working to establish national bodies patterned after BCEL and the Coalition for Literacy. To this end, they met several months ago with business and literacy groups in the U.S. Since then a new national Business Task Force on Literacy has been formed, including Gulf of Canada, McCann Ericsson, and the Retail Council of Canada. Start-up funding for the Task Force has been provided by Gulf of Canada.

Visual Aids

• *Can't Read, Can't Write*, a one-hour TV documentary hosted by Johnny Cash and produced by Capital Cities Communications, can be purchased for \$500 or rented for \$28.50 a week if interested, write to University Film Center, University of Illinois, 1325 S. Oak Street, Champaign, IL 61820, or phone (800) 252-1357 (in state) or (800) 367-3456 (out of state).

• *The Pride of Jesse Hallam*, a 98-minute feature film about an illiterate man from Appalachia (played by Johnny Cash) can be rented or leased by educational organizations that do not charge admission fees to the public. It is available in 1/2" or 3/4" videotapes and 16mm print. Contact Debbie LeVine, Telepictures Corporation, 15303 Ventura Blvd., Sherman Oaks, CA 91403 (818) 986-3600.

THE ROAD BACK

Thanks to a pioneering education program started by the Safer Foundation in Chicago in 1972, some 45,000 former ex-convicts and juvenile offenders are on the road back to productive roles in society. Safer is convinced that money invested in its program is well spent. Recent findings indicate that only 16 percent of their students return to a life of crime compared to 41 percent of the released prisoner population at large.

The key elements of Safer's education program are job training, basic skills instruction, employment and drug abuse counseling, high school equivalency preparation, and positive value reinforcement. Currently over 6,000 men and women are involved in one or more elements of the program. Ex-prisoners coming to Safer are first evaluated to see what services they need. About 400 each year are given formal basic skills instruction and some 20 percent acquire their high school diploma. The average gain from the basic skills instruction is reported to be one school year.

All Safer students receive a small daily stipend for their efforts. Youth in the Troubled Adolescent Program get \$5 a day; those 17 and older get \$4 and two bus tokens. One way the program fosters discipline is to require students to punch in daily on a time-clock, and if they are frequently late their stipend is reduced.

At the end of their educational program, students join a "job club" to look for employment. Safer helps with placement through its continual contacts with potential employers. Since 1976 some 60 percent of the students have been placed in jobs, and others have gone on to college or vocational school.

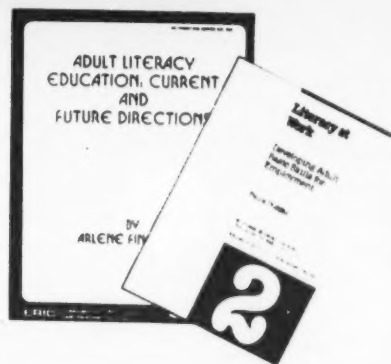


Barbara Bush, national spokeswoman for adult literacy and a member of BCEL's board, recently visited the program to observe its progress and offer encouragement. She noted that programs like Safer's, which teach people to read and write and get jobs, save much higher costs in the long run.

The Safer Foundation program operates in five cities in Illinois and Iowa with a staff of 102 including dozens of specialists in the several program areas. A number of businesses are represented on the Safer board.

(For more information contact Raymond D. Curran, Executive Director, Safer Foundation, 10 South Wabash, Chicago, IL 60603 (312) 726-9200.)

BOOK REVIEW



• *Literacy at Work*, a report by Paula Duggan of the Northeast-Midwest Institute's Center for Regional Policy in Washington, D.C., contends that programs to improve literacy also increase employment and productivity. The second in a six-volume series designed to promote stronger education-economic ties in the Northeast and Midwest, the report identifies specific steps that businesses, education, and public policymakers can take to define literacy standards and raise basic skills levels. Because these regions of the country have a disproportionately large share of the long-term unemployed, Duggan maintains that leadership from the education community and the private sector is indispensable to state and local economic revival.

The report describes the dimensions of the problem, citing in particular the case of dislocated workers who have lost their jobs and need to upgrade their reading, writing, and basic math skills before they can even start training for more complex jobs.

Duggan makes nine specific recommendations on how businesses can respond to illiteracy. These include identifying the literacy requirements of current and future jobs, conducting employee basic skills programs, undertaking contracts with educational institutions and community-based organizations, becoming involved with secondary-school planning efforts, and using their political power to influence public funding and policy development. Among Duggan's suggestions for educational institutions are providing basic skills instruction, making remedial activities relevant to participants' job goals, and using competency-based programming to make educational services attractive to dislocated workers and other adults. The report also proposes steps that

state and federal government can take to address the illiteracy problem. For example, state legislatures should assure adequate appropriations for adult literacy programs, and policymakers in Congress and the executive branch should make adult literacy a national funding priority.

For a copy of the report, send \$5 plus \$2 for shipping to the Publications Department, Northeast-Midwest Institute, 218 D Street, S.E., Washington, D.C. 20003.

• *Adult Literacy Education: Current and Future Directions*, by Arlene Fingeret of North Carolina State University, examines the approaches of "individually-oriented" and "community-oriented" adult literacy programs in the U.S. today. Ms. Fingeret discusses how different definitions of literacy, the nature of the reading process, characteristics of illiterate adults, the purpose of basic skills education, and the role of teachers have helped shape each of these two approaches.

The report defines individually-oriented programs as those focused primarily on mainstreaming individuals into middleclass society. They tend to attract people who are able to seek them out and to regard housing, employment, and other life issues as secondary to teaching reading skills. Fingeret considers Laubach, ABE, and Literacy Volunteers to be examples of individually-oriented programs. The majority of their instructors are trained to teach basic skills and are employed part-time or used on a voluntary basis. Teaching materials and the teaching approach are generally determined by the instructors, administrators, or textbook publishers.

Community-oriented programs tend to be geared more to the needs of specific ethnic and cultural groups and their common concerns about such issues as improved health, housing, or jobs. They tend to serve the economically and socially disadvantaged, and their basic skills are usually taught in the context of practical social problems facing the participants. Instructors are selected more for their ability to interact with a group than for their teaching skills. Student input is considered very important, and commercially-prepared texts are not favored.

One of the report's several recommendations is to place much greater emphasis on community-oriented efforts.

The report costs \$5.50 and is available from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090, 1-800-848-4815.

CONNECTIONS (cont'd. from p. 1)

In shaping your approach, keep in mind that business men and women already know what is good for their business; they want and need to know what is good for their communities or for the nation. Moreover, potential business supporters are busy people called upon to assist many other worthy causes. So it will enhance your case to be well-prepared, organized, and clear in your initial and follow-up communications with them.

Bank of New England N.A.

The Bank already funds some literacy programs in the Boston metropolitan area and is willing to consider requests from other Boston-area literacy organizations and programs. Among the Bank's broad areas of grant interest are community education programs which prepare young people for employment, college and university projects which target previously underserved populations and include job training, and community-service programs which focus on underserved population groups. In the last area, special attention is given to the long-term impact of a proposed activity on the community and the program's potential for helping people to help themselves. Highest priority generally is given to one-year projects, program operating costs, programs with a proven track record, and efforts which demonstrate that the Bank's funds will leverage other resources. Awards to successful applicants usually range in size from \$1,000 to \$15,000 with the average being \$2,500. For detailed guidelines on how to apply write to the Public Affairs Department, Bank of New England N.A., 28 State Street, Boston, MA 02109 or phone (617) 742-4000.

Beatrice Foundation

The Foundation recently adopted adult literacy as a special area of grant concern. It will consider proposals from national and regional literacy organizations and local programs serving the company's Chicago home region and other communities where Beatrice subsidiaries have operations. Among the Foundation's interests in literacy are public awareness activities, programs to improve access to computers for minority populations, and joint or cooperative programs with Beatrice operating companies in which company employees become involved as volunteers in literacy training. An Employee Matching Gift Program and a Volunteer Dividend Fund encourage company

employees to donate funds and volunteer services to programs. All grants will be made for specific projects and purposes rather than general operating expenses. Proposals must be received by the 15th of February, May, August, and November to be considered at quarterly board meetings. For a list of company communities and grant guidelines, write to the Executive Director, The Beatrice Foundation, Inc., Two North LaSalle Street, Chicago, IL 60602.

Black & Decker Mfg. Co.

Local and national programs which most benefit the company's plant communities will be considered on a bi-monthly basis by the Corporate Contributions Committee. For grant guidelines and plant locations contact Charles L. Costa, Secretary, Corporate Contributions Committee, Black & Decker Mfg. Co., 701 East Joppa Road, Towson, MD 21204.

Boston Globe Foundation

The Foundation can consider adult literacy programs in the Boston area and in some cases more general literacy programs. The staff has responsibility for evaluating all grant requests and for making recommendations to the Board of Directors. All funding decisions are made by the Board. Requests may be submitted at any time and three months should be allowed for staff review and evaluation. For information on specific application guidelines write to George Collins, Executive Director, The Boston Globe Foundation, Boston, MA 02107 or phone (617) 929-2895.

Bucyrus-Erie Foundation

The Foundation will consider proposals from adult literacy programs serving the communities where Becor Western, Inc. and its subsidiaries have operations. These are: City of Industry CA, Everett WA, and Jamestown ND (Western Gear Corp.), Cicero IL (Brad Foote Gear), Pittsburgh PA (Pittsburgh Gear), and South Milwaukee WI (Bucyrus-Erie Company). All company giving occurs through the Foundation. It is recommended that applicants first send a one- to two-page letter, generally describing the activity for which funding is sought, to Dennis Strawderman, Manager, Bucyrus-Erie Foundation, Inc., Box 56, South Milwaukee, WI 53172.

Chicago Tribune Charities

Under a program begun in August 1984, the Charities will consider applications from

Chicago-area literacy programs. For further information, contact Nicholas Goodban, Executive Director, Chicago Tribune Charities, 435 N. Michigan Avenue, Chicago, IL 60611 or phone (312) 222-4300. (See BCEL Newsletter, January 1985.)

Connecticut Mutual Life Insurance Co.

This company makes grants to programs serving low-income and other underserved people in the Hartford CT area, especially programs in which company employees are active. Programs using innovative approaches, promoting public-private cooperation, or aiming to improve job opportunities for underemployed persons will be given special consideration. For more information write to Astrida R. Olds, Manager, Corporate Responsibility, Connecticut Mutual Life Insurance Co., 140 Garden Street, Hartford, CT 06154 or phone (203) 727-6500.

Contran Corporation

With education and community/civic improvement as two areas of special grant interest, Contran will consider proposals from literacy programs serving adults in the Dallas region and the state of Texas. Grants are generally in the range of a few hundred to a few thousand dollars. For grant guidelines write to Lisa K. Simmons, Director, Corporate Communications, Contran Corporation, 4835 LBJ Highway, Suite 600, Heritage Square, Dallas, TX 75234.

Corning Glass Works Foundation

Community-service programs based in Corning Glass Works plant communities are a major focus of Foundation giving, and grants are made occasionally to national organizations. Within this general context, literacy programs will be considered. For a list of plant communities and application procedures contact Kristin Amylon Swain, Program Manager, Corning Glass Works Foundation, Corning, NY 14831 or phone (607) 974-8719.

CPC International, Inc.

The company will consider proposals from literacy programs serving northern New Jersey. For application guidelines write to Joseph R. Ellicott, Manager, Community Relations, CPC International, Inc., PO Box 8000, International Plaza, Englewood Cliffs, NJ 07632.

B. Dalton Bookseller

In September 1983 the company announced a four-year, \$3 million program of grants to lit-

eracy programs and organizations. While the focus of giving is on communities in which the company has bookstores, some grants are made to state and national organizations. For more information contact Jean Hammink, B. Dalton Bookseller, 7505 Metro Boulevard, Minneapolis, MN 55435 or phone (612) 893-7600. (See BCEL Newsletter, Sept. 1984.)

Emery Worldwide

National and local non-profit literacy organizations will be considered. Preference will be given to activities serving the communities where Emery has operating branches. Keep in mind that smaller branches have smaller funding budgets than those located in larger urban areas. Each branch makes its own funding decisions. Applicants representing local literacy programs should apply directly to the Office Manager of the local Emery office (consult your phone book to determine if a branch is located in your area), and national organizations should apply to Barbara C. Graves, Manager of Communications, Emery Worldwide, Executive Offices, Wilton, CT 06897.

Frito-Lay, Inc.

Once a month, the company's Contributions Committee will consider proposals from literacy organizations serving the 22 communities in which the company has major operations: Beloit WI, Canton OH, Casa Grande AZ, Chamblee GA, Charlotte NC, Council Bluffs IA, Dallas TX, Frankfort IN, Jackson MS, Killingly CT, Kirkwood NY, Louisville KY, Lubbock TX, Muncy/Williamsport PA, Orlando FL, Pulaski TN, Rosenberg TX, Salisbury NC, San Antonio TX, Topeka KS, Vancouver WA, and Wooster OH. Education, voluntarism, and community service are areas of special grant interest. For grant guidelines write to the Manager of Community Relations, Frito-Lay, PO Box 660634, Dallas, TX 75266-0634.

Gannett Foundation

The Foundation's budget for adult literacy activities has been increased to \$500,000 for the current year, divided as follows: \$100,000 for projects to increase the use of computers, public television, and newspapers in adult literacy efforts, and \$400,000 for local projects serving Gannett Company operating communities. For more information contact Christy Bulkeley, Vice President, Gannett Foundation, Lincoln Tower, Rochester, NY 14514 or phone (716) 262-3315. (See BCEL Newsletter, July 1985.)

(cont'd. on p. 6)

CONNECTIONS (cont'd. from p. 5)

Grace Foundation, Inc.

The Foundation will consider proposals from literacy programs that are national in scope. Local programs based in communities where W. R. Grace & Co. has facilities should apply directly to the community affairs offices of those branches. To determine if a branch operates in your community, check your local phone book. For more information write to William A. Baker, Vice President, Grace Foundation Inc., Grace Plaza, 1114 Ave. of the Americas, New York, NY 10036.

Grumman Corporation

Grumman presently supports only voluntary literacy programs in New York State (Nassau and Suffolk Counties) and Florida, by providing employee tutors and/or financial contributions. However, the company's Employee Contributions Council might be willing to consider future support for national organizations or programs in other plant communities. Address inquiries to Sharon G. Grosser, Manager, Community Support Programs, Grumman Corporation, Bethpage, NY 11714 or phone (516) 575-3254.

Harper & Row Publishers, Inc.

At its regularly-scheduled meetings, Harper & Row's Contributions Committee will consider proposals from literacy programs at the local, state, and national levels, with special attention to those serving the communities where the company maintains operations. The company also has an employee matching gifts program for secondary schools and colleges in which donations made by an employee, up to \$1,500, are matched. The latter program may be appropriate for adult basic skills programs operated by these institutions. For application guidelines and plant locations, contact Eileen Roper Ast, Director of Corporate Communications, Harper & Row Publishers, 10 East 53rd Street, New York, NY 10022.

The HCA Foundation

Although the bulk of its giving goes to health-related programs, the Foundation also has broad interests in the areas of education (including literacy) and in programs promoting self-sufficiency for economically- and socially-disadvantaged persons. It will consider proposals from literacy programs serving Tennessee (particularly middle Tennessee) and from national programs. For

grant guidelines contact Ida F. Cooney, Vice President, The HCA Foundation, One Park Plaza, Nashville, TN 37202-0550 or phone (615) 327-9551.

Houghton Mifflin Company

Houghton Mifflin has a special interest in the illiteracy problem and will consider literacy programs in the Boston area. To a lesser extent it can also consider selected national efforts. For application guidelines, contact the Communications Department, Houghton Mifflin Company, One Beacon Street, Boston, MA 02108 or phone (617) 725-5000.

Iowa-Illinois Gas and Electric Co.

The company will consider proposals from literacy programs serving the state of Iowa and, in particular, its service areas of Fort Dodge, Ottumwa, Iowa City, and Cedar Rapids. It will also consider programs serving the Quad-Cities area of Iowa and Illinois. For grant guidelines contact John C. Decker, Secretary and Treasurer, Iowa-Illinois Gas and Electric, 206 East Second Street, Davenport, IA 52808 or phone (319) 326-7038.

The Marine Corporation

Literacy is not a primary interest, but The Marine Foundation, Inc. will consider proposals from literacy groups serving the Milwaukee WI area. Grants are usually limited to modest sums. For grant guidelines contact The Marine Foundation, Inc., 111 East Wisconsin Avenue, PO Box 481, Milwaukee, WI 53201 or phone (414) 765-3000.

Midland-Ross Corporation

The company's Foundation Committee will review proposals from literacy programs in the 30 communities in which Midland-Ross has manufacturing facilities. For a listing of the communities, interested parties are advised to review the company's annual report available in most libraries. For additional information and application guidelines, write to Edward C. Gendron, Vice Chairman, Midland-Ross Corporation, 20600 Chagrin Boulevard, Cleveland, OH 44122 or phone (216) 491-8400.

Penn Mutual

The Penn Mutual Life Insurance Company will consider proposals from literacy programs serving the Philadelphia area. For grant guidelines contact Roseanna M. D'Alessandro, Penn Mutual, Independence Square, Philadelphia, PA 19172 or phone (215) 625-5935.

Sara Lee Foundation

With broad interests in programs for the economically disadvantaged, underprivileged, or handicapped, the Foundation will consider proposals primarily from literacy programs serving the Chicago area. (Direct corporate giving is decided separately and at the local level by the company's various operating divisions; contact the divisions directly regarding their possible interest in literacy.) For information on Sara Lee operating communities and on the Foundation's application guidelines contact Gretchen R. Reimel, Coordinator of Community Relations, Sara Lee Foundation, Three First National Plaza, Chicago, IL 60602-4260 or phone (312) 558-8515.

Scott Paper Company Foundation

Literacy programs serving the 15 communities in which Scott Paper has operations can direct proposals to the public affairs offices of the respective plants. Local plants in turn make recommendations to the Foundation. Preference will be given to programs directly serving the needs of the community, specific projects rather than general operating expenses, and programs for the disadvantaged. For a listing of plant communities write to Cynthia D. Giroud, Manager, Corporate Social Investment, Scott Paper Company Foundation, Scott Plaza, Philadelphia, PA 19113 or phone (215) 522-5000.

Steelcase, Inc.

Proposals will be considered from literacy programs serving communities where the company has operations. Most company giving is to groups in the Grand Rapids MI area, but other areas are Asheville NC, Tustin CA, and Athens AL. Preference goes to programs in which company employees are volunteers. For grant guidelines for Grand Rapids MI contact Clifford O. Boyce, Vice President, Community Relations, Steelcase, Grand Rapids, MI 49501. For other Steelcase communities contact the local plant managers.

Subaru of America Foundation

Although education is not presently a major area of grantmaking, the Subaru of America Foundation is interested in the illiteracy problem and will consider proposals from literacy programs (for generally small sums) serving the locations where Subaru plants operate: Pennsauken NJ, West Palm Beach FL, San Antonio TX, Savage MD, West Sacramento CA, Irvine CA, and Garden

Grove CA. Subaru has a strong interest generally in programs which help minorities, women, and handicapped persons develop skills to improve their opportunities in society. For specific application guidelines write to Denise L. Middleman, Administrator, Subaru of America Foundation, 7040 Central Highway, Pennsauken, NJ 08109.

Tandy Corporation/Radio Shack

Most of the company's contributions go to groups in the Fort Worth TX area, with occasional support going to national organizations which provide broad-based support in education, health and welfare, and the arts. For application guidelines write to Loyd L. Turner, Vice President, Tandy Corporation/Radio Shack, PO Box 17180, Fort Worth, TX 76102 or phone (817) 390-3700.

Tektronix Foundation

Tektronix corporate giving focuses on programs and organizations in Oregon and Southwest Washington. For information and application guidelines write to Tom Williams, Administrator, Tektronix Foundation, PO Box 500, Beaverton, OR 97077 or phone (503) 643-8146.

Tenneco, Inc.

Tenneco will consider proposals for adult literacy programs in Houston TX, particularly those in which company employees serve as volunteers. For more information write to John G. Wood, Mgr., Corporate Community Affairs, Tenneco, PO Box 2511, Houston, TX 77001 or phone (713) 757-3678.

Weyerhaeuser Company

Weyerhaeuser will consider adult literacy programs serving the communities where the company has major operations. The company is especially interested in programs concerned with community improvement and activities of special importance to the forest products industry. For grant application guidelines write to Ken Miller, Director, Region and Industry Programs, Weyerhaeuser Company, Tacoma, WA 98477.

Zoecon Corporation

The majority of Zoecon's contributions are to local organizations recommended by company employees who are personally involved in their activities. For information about company communities and application procedures, write to David Grant, Chairman, Contributions Committee, Zoecon Corporation, PO Box 10975, Palo Alto, CA 94303 or phone (415) 857-1130.

CORPORATE LITERACY ACTION

GULF + WESTERN FOUNDATION

Each year the Gulf + Western Foundation selects a different social problem as the focus of its Major Awards Program for the year. Begun in 1982, the Program has focused on problems of the aging, parent education, alcohol and drug abuse education, and chronically ill children and their families.

For 1986 the Program has targeted adult illiteracy as its major concern, allocating \$500,000 for support of literacy programs and organizations. The Foundation has been soliciting proposals for the past few months with an application deadline of October 3, 1985. In December, up to 20 of the most promising applicants will be asked to present additional information, finalists will be selected, and site visits will be arranged. Awards will be announced in June 1986.

WHAT OTHER COMPANIES ARE DOING

The **Alcoa Foundation**, **The Pittsburgh Foundation**, and **The Heinz Company Foundation** have funded "Beginning with Books," a program providing reading materials and guidance to 1,000 families in the Child Health Conferences sponsored by the Allegheny County (PA) Health Department. The project is one of many around the country aimed at the problem of "intergenerational transfer" of illiteracy from non-reading parents to their children. In these projects, parents are encouraged to read to their children and otherwise communicate the importance of reading to them and, where needed, the parents themselves get remedial help.

Bally's Park Place Casino Hotel supports a joint literacy project of Literacy Volunteers of southern New Jersey and the Atlantic Community College with financial contributions and employee volunteer tutors.

Barnes & Noble Bookstores, **The Philadelphia Daily News**, and **WCAU-TV** co-sponsored Literacy Week in Philadelphia during the week of September 5th. Activities included a ribbon-cutting ceremony at a Barnes & Noble store, an International Literacy Day proclamation by the mayor, free eye check-ups for adult learners, and a meeting of the city's corporate leaders hosted by **Fidelity Bank**.

Bozell & Jacobs, on a voluntary basis, will develop the public awareness materials to be used in the "Give the Gift of Reading" campaign being prepared by the **American Booksellers Association** and the **American Association of Publishers**. The campaign will be promoted by bookstores nationwide through posters, buttons, and bookmarks. Book-shaped canisters will be used to solicit customer donations which the bookstores will be asked to match. Proceeds will be divided between Reading is Fundamental and the Coalition for Literacy for its national awareness campaign.

The Burlington Northern Foundation, **Commonwealth Edison Co.**, and **IBM Corporation** are among several new

contributors to Literacy Volunteers of Chicago. **Harris Bank Foundation**, **Signode Foundation**, and other companies have renewed their support of the program.

The Columbus (OH) Dispatch/Citizen Journal is printing materials for tutors and students and will sponsor tutor training workshops this fall as a part of its Newspapers in Education program for adult non-readers.

Representatives of **Control Data Corporation** and **Hecks, Inc.** were key speakers at West Virginia's Adult Literacy Coalition Cornerstone Conference in September. The conference assembled leaders from education, business, labor, and various governmental and non-governmental service agencies to develop a plan of action for literacy in the state.

Glamour Magazine, **The Los Angeles Times**, **Reader's Digest**, and numerous other newspaper and magazine publishers have been helping to promote awareness by printing articles about the adult illiteracy problem. The September 1985 issue of **Glamour Magazine** featured an article, "I Can't Read," describing the personal struggles of non-reading adults and the effect of illiteracy on business. A **Los Angeles Times** article in June, "Illiteracy Keeps Millions in the Dark," was subsequently distributed nationwide to members of the **Times Mirror Company's** newspaper syndicate. The September 1985 issue of **Reader's Digest** included an article, "America's Secret Shame," giving a general overview of the problem and organizations working to solve it, and highlighting the activities of B. Dalton Bookseller, Pratt & Whitney, and BCEL, among others. Readers were encouraged to contact the Coalition for Literacy to volunteer their help.

Representatives of **Ketchum Communications**, **Arthur Andersen Company**, and other area businesses were recently appointed to head various committees of the Center for Literacy in Philadelphia, the largest volunteer literacy program in Pennsylvania. In agreeing to chair the Center's Board of Trustees, a representative of **ARCO** urged the board to go beyond "acting as cheerleaders" and instead to learn more about how the Center works and to become actively involved in the various committee activities.

Land & Sky has set up two ESL classes for the immigrant employees at its Lincoln, NE waterbed manufacturing plant. Staffed by instructors from Southeast Community College, the classes are leading to promotions for several participants. Other area companies operating employee basic skills and GED classes are **Outboard Marine Corporation** and **Lincoln General Hospital**.

M. Lowenstein Corporation operates an on-site tutor-training program for employees at its Lyman, SC apparel-dyeing and finishing plant. The employees are tutored by fellow workers who are trained and supervised by staff from the Spartanburg Adult Writing and Reading Education Program.

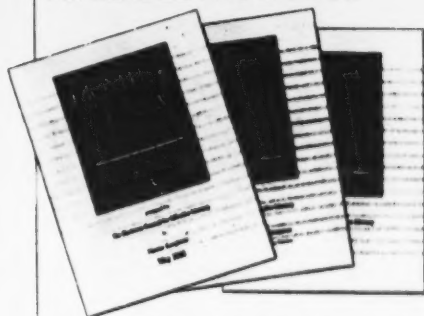
The Medford Mail-Tribune donated printing services to the Medford (OR) Literacy Council for a brochure designed to recruit tutors and students.

Sperry Corporation, **The Houston Companies**, the **William H. Block Department Store**, the **Sheetmetal Workers Union**, and local and state Chambers of Commerce are represented on a subcommittee for private-sector linkages of the Indiana Adult Literacy Coalition. The committee is working now with a researcher from Indiana University to identify the specific literacy requirements of various jobs in the state. The study hopes to clarify for employers the direct link between basic skills and productivity.

J. P. Stevens & Co. has been working with the Virginia Department of Education and the Patrick County School Board to set up in-house basic skills programs for employees at the company's two plant locations in the county.

Wang Laboratories, Inc. recently agreed to donate equipment to a computer-assisted instruction program for adults run by Merrimack Education Center in Massachusetts.

AVAILABLE FROM BCEL



• **TURNING ILLITERACY AROUND:** *An Agenda For National Action* was summarized in BCEL's April Newsletter. These two working papers on the short- and long-term resource needs of the adult literacy field contain recommendations for public and private-sector action. One was written by Donald McCune and Judith Alamprese under AAACE auspices; the other by David Harman of Columbia University. The set is available for \$10. Please send your written order with a check payable to BCEL.

• **PIONEERS & NEW FRONTIERS** was summarized in the July Newsletter. Written by Dianne Kangisser, former Executive Director of Literacy Volunteers of NYC, it assesses the role of volunteers in combating adult illiteracy. Copies are \$4.50 each and should be ordered in writing with a check payable to BCEL.

• **Functional Illiteracy Hurts Business** is a leaflet designed primarily as an aid for local

literacy programs in their fund-raising efforts. It gives specific suggestions to business on how to help support adult basic skills programs. Programs can insert their names and addresses on the back flap. The leaflet may also be of use to state planners and the business community. Copies are available at no cost for a modest supply, but due to heavy demand there is a small per-item cost for large orders.

• BCEL retains a supply of back issues of the Newsletter. Copies will be provided at no cost for up to 24 and at 25¢ per copy thereafter. Newsletters may be reproduced in whole or part without permission but with attribution to BCEL.

NOTES ON ORDERING: As a small organization BCEL does not maintain a billing system. Thus, where a charge is involved a pre-payment check must accompany your order. BCEL is nonprofit and tax-exempt; sales tax need not be added.

The Business Council for Effective Literacy is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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Researcher/Writer

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Beth Godat
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Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

It was just two years ago that the Business Council for Effective Literacy was launched. We knew how grave a problem functional illiteracy was for our country. And we were convinced that American business had to have a major role in dealing with it, for business has a major stake in its solution. We began searching for the best approaches by which a small organization such as BCEL might provide really meaningful impact in focusing business involvement.

While we are still developing our programs, we are heartened by the progress we have made over these two years. One of our major efforts has been the publication of this newsletter, with a circulation of some 11,000 copies going to business leaders throughout the country and to professionals actively leading or working for literacy. We have also issued, and will continue to issue, separate pamphlets and monographs dealing with specific aspects of the illiteracy problem. The strong response to the newsletter and the other publications has been exceptionally gratifying.

Members of our relatively small staff have visited about half of the states to work with business and educational leaders in establishing or strengthening literacy efforts. We are working also with national industry groups. Two meetings have been held with a consortium of the eight leading trade associations in the print-related industries, and a similar meeting with broadcast companies is scheduled for January 22. It has been exciting to see the increased attention being given to literacy by these influential media.

We have in addition worked with and prepared material for the Department of Education, the Office of Technology Assessment of Congress, the Education Committees of the House and Senate, and other such groups.

It is hard to measure or even estimate what has been achieved. One thing is certain: business has awakened as never before to the magnitude and urgency of the illiteracy problem, and hundreds of companies and indi-

viduals are contributing through in-house programs, employee participation in volunteer efforts, financial and in-kind support of literacy projects, and by speaking out as local, state, and national leaders.

What of 1986? We hope and expect to keep right on with more of what we have been doing, and to broaden even further the distribution of our newsletter. Publications are planned on the use of computers, video cassettes, and other products of new technology in literacy training. We would like to see industry programs expanded beyond those in the media and more businesses among banking, insurance, utilities, department stores, and retail and fast-food chains included. We want also to spend additional time with individual companies to be of service where we can with their plans for literacy.

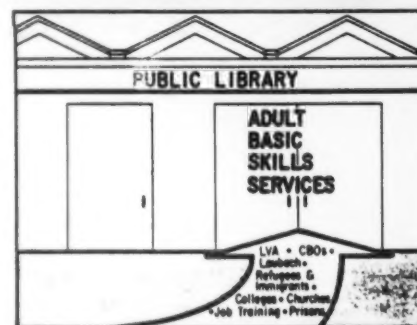
All of this will require stable funding. Our prime effort is always to encourage business support of the programs of such organizations as LVA, Laubach, and the great number of community-based organizations. But we will also be seeking modest annual contributions to BCEL, which we hope will come from a large number of corporations.

We feel greatly encouraged as we look back over the last two years. But the attack on so great a problem has only just begun. Progress toward its solution will require unwearied and long-continued effort from us all.

One significant new development deserves special mention here. A major cooperative venture between PBS and ABC was publicly unveiled in a national press conference on December 10. Called Project Literacy U.S., the effort will consist of a variety of national network broadcasts and community activities, beginning immediately with an outreach phase to draw in local station affiliates as partners at the community level. In late 1986, ABC and PBS documentaries will be aired, along with public service announcements and other new programming—all to increase awareness and help link potential tutors and students with programs at the local level.

Finally, libraries are already providing important leadership and services in the field and their role is expanding. This issue of our newsletter presents a feature article on their potential as a central resource for literacy in communities throughout the country.

LIBRARIES & LITERACY



Public libraries have a distinct and potentially powerful role to play in the nation's struggle against adult illiteracy. There are 15,000 of them threaded throughout the American landscape. In most places, they are as familiar as the church, the school, or the local bank. They are so familiar that we tend to take them for granted, forgetting that with their purpose of providing free and open access to knowledge for all persons, they are one of the most remarkable and fundamental public services in the nation.

They are all the more remarkable in that they are not required by law. Yet few communities are without library service. Most citizens, in fact, vote to tax themselves to support their libraries and strong support surfaces to defend them when their existence is threatened. (Approximately 79 percent of public library financing comes from local property taxes.) A 1978 Gallup poll of library usage found that more than half of all Americans over the age of 18 are library users, or at least visit their public library during the course of a year.

Paradoxically, for reasons both philosophical and practical, public libraries are uniquely positioned to assist the 72 million Americans who, by virtue of being illiterate or marginally literate, are not ordinarily library users.

A formal link between libraries and literacy can be traced back to the 1920's when the American Library Association (ALA), with some 40,000 member libraries and librarians, established its Commission on

(cont'd. on p. 4)

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NEWS IN BRIEF

Secretary's Adult Literacy Initiative

Karl Haigler, former teacher and educational administrator, has been appointed Director of the Adult Literacy Initiative. According to Haigler, the Initiative will:

- Continue its efforts to coordinate and expand federal activities for literacy within and outside the Department of Education.
- Maintain a focus on coalition building and participate in state and regional meetings.
- Work to strengthen relations with adult basic skills programs throughout the country.
- Explore ways that the media and new technologies can be used for literacy.
- Develop a new program to help bring about greater business involvement in literacy.

Among the Initiative's recent accomplishments are: a third round of grants (totaling \$750,000) to enable students at 65 colleges and universities to work as tutors under the College Work Study program; joint sponsorship with the Department of Health and Human Services of a Head Start Project in which parents tutor other parents needing basic skills help; implementation of the FELT program in which 1,500 employee volunteer tutors have already been recruited from federal agencies across the country; and the launching of LITLINE (formerly called LITNET), a national computer literacy information system.

Federal Spending for Literacy

The Office of Intergovernmental Affairs of the Department of Education recently contracted with the Washington Consulting Firm for a project to identify all current sources and levels of federal funding for adult basic skills. The Firm was selected for this job because it has worked extensively in the past with various governmental agencies and is experienced in interpreting federal data. The study will focus primarily on agencies based in the Washington, D.C. area. A first draft of the report should be ready in April.

Exemplary ABE Programs Recognized

Last year for the first time the U.S. Department of Education gave a Secretary's Recognition Award to the outstanding adult basic education program in each of the Department's ten regions of the country. In the spring each state was invited to nominate two programs to be considered for these awards.

Regional offices then organized teams of specialists to visit the recommended programs and select three exemplary projects from each region. The thirty finalists were submitted to the Division of Vocational and Adult Education and the winners chosen by a panel of non-federal reviewers including Paul Jurmo of BCEL. The ten winners were: Nashua Adult Learning Center (NH); Fair Lawn Community School (NJ); Fairfax County Public Schools (VA); Caldwell Community College and Technical Institute (NC); Springfield School District #186 (IL); New Mexico State University (NM); Alliance City School (NE); Billings Public Schools (MT); Rio Salado Community College (AZ); and Islands Community College (AK).

New Projects for Older Americans

The Administration on Aging recently awarded 20 grants totaling \$870,552 to state agencies on aging to promote literacy among the elderly. Average grant size was about \$43,500 and the funded projects received an additional \$759,704 in non-federal matching funds. Many of the grantees are working to increase access to available literacy programs by developing ties to groups such as schools, CBOs, agencies on aging, volunteer literacy organizations, and educational and human service agencies. The Rhode Island Department of Elderly Affairs, for example, will develop daytime adult learning programs in housing projects and community centers. Others will focus specifically on developing community leaders. The project of the New Jersey Division on Aging will use media and marketing specialists to motivate older adults to participate in literacy programs. And the Older Alaskans Commission will use computerized instruction for literacy training of the elderly. For further information about the awardees contact James D. Steen, AOA, Department of Health and Human Services, Washington, D.C. 20201 (202) 245-0995.

Building Bodies and Minds

Health and learning go hand in hand in Charleston, West Virginia. The West Virginia Dialysis Facilities, Inc. and the Charleston Renal Group offer basic skills classes to 45 patients at their kidney dialysis facility. These patients must visit the institution for hours at a time on a regular basis and they are using their time to learn basic skills while undergoing treatment. Adult education staff from the Kanawha County schools conduct classes and focus on issues of self-worth, health, consumer economics, and government. For more information contact

Linda Amonette, Coordinator, Adult Basic Education Program, 422 Dickenson Street, Charleston, WV 25301 (304) 348-6626.

Union Program Launched in NYC

Teamster Union Local 237 has received \$1.5 million for an adult basic skills program known as the Consortium for Worker Literacy Program. Classes began last fall and are available at no charge to members of Local 237 as well as to some 300,000 members of six other area unions and their spouses and adult dependents. Former Board of Education Chancellor Anthony Alvarado has been named Director of the Consortium. Alvarado is responsible for developing the curriculum, hiring teachers, and putting the education program together. When in full operation, some 165 classes will be held at 28 locations throughout New York City and Long Island—in community centers, housing projects, schools, and worksite classrooms. Funding for the program came from three sources. The New York City Board of Education donated teaching services valued at \$1.1 million. The State Department of Education granted \$352,000 for administrative costs. And the Municipal Assistance Corporation contributed \$100,000 for staff development. For further information contact Francine Boren, Assistant Coordinator, Consortium for Worker Literacy Program, 216 West 14th Street, New York, NY 10011 (212) 924-2000.

The Even Start Act

Senators John Chafee (R-RI), Lawton Chiles (D-FL), and Charles Mathias (R-MD) have introduced legislation (S.1723) aimed at young parents. The "Even Start Act" would encourage parents with children between the ages of 2 and 8 to improve their basic skills and in the process become better equipped to support the learning of their own children. Most experts in the field view the intergenerational transfer of illiteracy as a major target of efforts to overcome the problem. The bill has been referred to the Senate Labor and Human Resources Committee.

In The States

• Arizona's Governor Bruce Babbitt and Superintendent of Public Instruction Carolyn Warner have announced the formation of a Joint Task Force on Literacy. The Task Force will be looking at models in other states and identifying literacy programs and possible private-sector resources in the state, for incorporation into an overall state plan for literacy. It will focus not only on strengthening

basic skills programs for adults, but also on dropout prevention efforts and employment-skills training. A special appeal will be aimed at the state's tourism industry, which hires large numbers of service workers.

- **Arkansas'** literacy services are coordinated through the Participating Council on Adult Education. Operating within the Vocational & Technical Education Division of the State Department of Education, the Council is seeing a growth in demand for basic skills services and vocational training in the state.

- **The Florida** Literacy Coalition has produced a directory of 136 literacy programs in 65 of the state's 67 counties. A small staff has been put together to coordinate information and referral services, and plans are underway for developing a talent bank, a toll-free hotline, a quarterly newsletter, and an annual statewide literacy conference. The Coalition hopes to inform state leaders about the economic effects of illiteracy. And special emphasis is being placed on getting the business sector involved as a funding and planning partner.

- **Maryland's** State Department of Education recently hosted a meeting of literacy providers from across the state. A steering committee has been formed to develop guidelines for the creation of a state coalition. Carroll County's literacy services are being coordinated by a new coalition, Literacy Providers of Carroll County, whose membership includes representatives of the local library, community college, board of education, various social service agencies, and other provider groups.

- **The Massachusetts** Budget Bureau is currently preparing a plan for a statewide initiative on employment, in which adult literacy will be a key element. **Boston's** Adult Literacy Initiative has for three years linked community-level literacy programs to a larger city-wide job-training and opportunity effort conducted by the Private Industry Council and other economic and social development agencies.

- **The Rhode Island** Literacy Council is publishing a directory of literacy programs in the state. Printing costs will be covered by Fleet National Bank, a member of the Council.

- **Virginia's** Adult Education Service is developing a plan to increase private-sector awareness of adult illiteracy in that state, encourage partnerships between businesses and local literacy programs, and urge the establishment of more company-sponsored employee basic skills programs.

AETP: DENVER

1985 Graduating Class



The Adult Education Tutorial Program in Denver (AETP) was founded in 1964 by Sister Cecilia Linenbrink, a Franciscan nun with a vision of helping disadvantaged men and women learn to read, write, and handle basic math. It began with 40 students and 16 volunteer tutors working out of one church basement. By 1984-85, 1,700 adults were enrolled and receiving instruction from a corps of 300 volunteer tutors supervised by a small paid professional staff. Some 22,000 people have been helped over the years by AETP.

Classes are offered in four areas: literacy (basic reading, writing, and math from 0 to 6th grade), preparation for the high-school-equivalency diploma, English as a second language, and job preparation and clerical training including a job placement service.

From the beginning AETP has taken a nontraditional approach. It takes its classes to those people who may be so isolated that they cannot seek help on their own. In 1969, for example, AETP purchased a mobile classroom which was driven by a teacher into areas where help was needed. Now AETP has six

centers located in just such neighborhoods and a program in the Denver county jail. Flexible scheduling and open enrollment are emphasized. Students can attend morning or evening classes from one to four days a week and there is no waiting period once enrolled. Using a socio-psycholinguistic whole language approach to reading, tutors work one-to-one or on a small group basis. Five of AETP's centers also offer child care services which expose children to books and other learning activities.

AETP taken an active community involvement and has established links with several public and private groups in the area, including IBM. Sister Linenbrink is presently seeking funds to further develop two new initiatives: The Family Literacy Program in which volunteers will visit homes with kits containing books, magazines, and newspapers for all family readers, and a program of Literacy Franchises to replicate the AETP model elsewhere.

(For further information contact Sr. Cecilia Linenbrink, AETP, 1615 Ogden Street, Denver, CO 80218 (303) 831-9556.)

WILDCATS AND WELFARE

The oldest and largest supported-work program in the country, Wildcat Services Corporation in New York City strives to break the cycle of welfare dependency by helping the hard-to-employ gain entry into the regular work force while pursuing related programs of study. Former drug addicts, ex-offenders, high school dropouts, and parents on welfare have all found new meaning and discipline in their lives as they work and study seven hours a day Monday through Friday. Since it began in 1972, Wildcat has achieved a 65 percent success rate with over 20,000 people going on to hold permanent nonsubsidized jobs.

At present, more than 35 states are trying out some form of welfare work program, but Wildcat is unique because it is completely voluntary and the jobs are geared to participants' special needs and interests.

Welfare monies are diverted to Wildcat which then puts the participants on their payroll. Starting at minimum wage, participants are placed as trainees in such jobs as office, maintenance, and construction workers, and as security guards, home attendants, and library aides. Depending on the educational level of each individual, up to two days a week may actually be spent in basic skills instruction, job skills training, and high-school-equivalency preparation at Wildcat's educational center.



Wildcat Employee On The Job At Human Resources Admin.

Wildcat contracts with some 125 employers throughout New York City including the Police Department, the City Youth Bureau, and the Human Resources Administration, as well as with such private employers as Chemical Bank, the Lutheran Medical Center, and the Fashion Institute of Technology. These organizations are billed for hours worked by Wildcat employees. They have the benefit of full-time employees who can be assessed and trained over a period of time. Although there is no obligation to hire the trainees permanently, private employers who do so receive a \$4,500 federal tax credit for each employee kept (under the Targeted Jobs Credit Program).

(For more information contact Morris Silver, Vice President, Wildcat Service Corp., 161 Hudson Street, New York, NY 10013 (212) 219-9700.)

LIBRARIES & LITERACY

(cont'd. from p.1)

Library and Adult Education. This action was based on the proposition that education is a lifelong process that does not stop after the completion of formal schooling—and that libraries constitute an alternative education system.

Reaching Out

In the mid-60's and early 70's, this proposition assumed a new force. Traditionally, clients of public libraries were drawn from the educated public, and chiefly from the white middle class. But stimulated by the climate of the Great Society and the new wave of social programs, libraries began to study their communities to identify groups in need of special services: the illiterate, the unemployed, the elderly, the handicapped, and immigrants and refugees isolated by language and cultural differences. Increased sensitivity to these potential patrons led to a focus on moving out beyond library walls to find and serve them. Like other educational and social agencies, libraries came to view these groups not as the unreachable but the unreached.

This soon led to the establishment of store-front libraries, mobile vans, learning and reading centers, and extension services to correctional and other institutions, as well as other innovative trends in library service. Some residents of Brooklyn, for example, recall the Three B's Program of the Brooklyn Public Library, which deposited non-returnable paperbacks in bars, beauty parlors, and barber shops to familiarize and lure the customers to their own doors.

To ensure that such activities would continue, and that librarians themselves would have access to the continuing education and technical assistance they would need to do effective outreach work, in 1973 the ALA set up an Office for Library Outreach Services.

ALA Leadership

Notable developments under the aegis of that Office have moved public libraries into their present position of leadership in the national literacy movement. In 1977 the ALA published *Literacy and the Nation's Libraries*, a guidebook designed to stimulate and help librarians set up literacy programs. As Robert Wedgeworth, ALA's former executive director notes, "The publication of the manual demonstrated that eradicating illiteracy had become a top priority of the ALA—and remains so, as evidenced by its further activities."

Between 1979 and 1981, an ALA project trained nearly 1,000 librarians in techniques for conducting literacy programs.

In addition, realizing that its own resources, and those of individual literacy groups, were not sufficient for the task, it set about to organize the Coalition for Literacy, in which it became an active member. The Coalition is a group of 11 national organizations, each with a distinct role in the delivery of literacy information and services, and this was the first time that the major groups concerned with illiteracy had joined forces to tackle the problem on a national level.

In January 1985, after three years of planning, the Coalition launched its national, multi-media campaign—in cooperation with the Advertising Council, a national telephone referral service known as CON-

TACT Literacy Center, and a still-growing number of special state referral hotlines. (The campaign is still young, but already CONTACT has had a response rate of about 30,000 telephone inquiries, an estimated 10 percent of all calls being received nationally. Of these, 73 percent have come from potential volunteer tutors and about 18 percent from potential students. As of last October, some \$8 million in space and time had been generated by the ads placed on radio and television and in consumer and business publications.)

Service Delivery

What a single library can do on behalf of literacy training usually depends on its size, staff, location, budget, and whether it is sensitive to and interested in the problem of illiteracy in its community.

California has one of the most highly developed models of service delivery. The state library agency has made literacy a major program goal and since January 1984 has given more than \$5 million from state and Library Services and Construction Act funds to develop literacy activities in individual library systems. As a result, 46 new library literacy programs have already been set up. Numerous other libraries have indicated their desire to initiate similar programs and additional funds are being requested by the state library to enable more to participate.

Most of the existing literacy programs are supervised by an adult literacy services coordinator in the library system. Each of the 46 libraries, depending on the size of the community, has a full- or part-time staff member assigned specifically to literacy. All conduct tutorial services on site or at other community locations. Some of these have a trainer on their own staff to train volunteer tutors, and some contract with Literacy Volunteers of America or Laubach Literacy for tutor training. Typically, in each of these projects, adults seeking help are interviewed, assessed for placement, and either assigned to a tutor or referred outside to a more appropriate ABE, ESL, or other program. Students learn that help is available through active library public relations campaigns.

Some libraries in addition to those presently conducting literacy programs maintain a stock of literacy materials for students and tutors, made possible through special state literacy collection-development grants. A few of the 46 programs also have literacy-related computer and audio-visual materials. As students advance in their reading skills, they are urged to borrow appropriate reading materials as a way to encourage regular library use in the future.

States without major literacy funding for libraries usually are not able to offer the comprehensive services being developed in California, and most do not themselves provide basic skills instruction. Usually they work as networking agents or as catalysts in the community. They function as a link in the chain of organizations that comprise the literacy field, connecting and collaborating with federal ABE programs, voluntary agencies, community colleges, and other community-based groups. They may help local literacy programs recruit tutors and students, provide space for classes, and try to stock appropriate low-level reading materials. They are effective in this supporting and facilitating role because people trust them and see them as a benevolent presence free of politics or vested interest.

One of the key reasons that libraries are so well positioned to play a larger role in literacy programming is that they already are centers for numerous other

community activities. Moreover, they are open evenings and weekends, and offer a friendly environment free of any negative associations with schools or past school failure. For an adult to go to a library is a prestigious act whereas going to an elementary or secondary school for night classes often feels demeaning. Furthermore, for new literates to have acquired the habit of going to a library is desirable in itself because it may lead them to continue reading independently.

However, while the foregoing discussion may seem to suggest a situation of plenty, that is not the case. According to the U.S. Department of Education only half of the 50 states presently have any library literacy programs in operation. CONTACT Literacy Center reports that there are only 467 public libraries countrywide conducting literacy work of one kind or another. So it is clear that the potential of libraries for literacy service is yet to be tapped.

Emerging Patterns

Spurred by the Ad Campaign and funds from the Library Services and Construction Act (LSCA), roughly a dozen states in addition to California have mounted significant statewide library-based literacy activities and coalitions, each state proceeding in its own fashion.

In Oklahoma, for example, the Department of Libraries has launched a program to organize literacy councils in cities across the state, with the goal of making literacy instruction available to 95 percent of the population within 25 miles of their homes. Modest LSCA grants of \$1,300 were made to 27 public libraries this past year to help the local councils organize. Already the number has grown to 48 councils and it is expected to increase. A highly successful awareness campaign, which included a literacy message on grocery bags distributed statewide by Safeway Stores at no charge, generated such interest that numerous groups have contacted the State Library to seek a means of involvement.

Among them are the Farmers Union, the Firefighters Association, the Urban League, the American Association of University Professors, the Newspaper Editors Association, and the Department of Human Services. The latter will pay welfare recipients who can read, to teach others who cannot. The State Library provides the training.



Tutor Trainers, Oklahoma Dept. of Libraries

In Illinois, where the State Librarian is also the Secretary of State—and where the State Library, the State Board of Education, and the Governor's Office of

Voluntary Action work closely on problems of illiteracy—a literacy grant program has been signed into law. Recently, \$2 million in state funds were granted to some 62 local and regional literacy programs. A distinctive feature of the program is that funds were not confined exclusively to libraries but went also to community colleges, voluntary groups, and community-based organizations.

This departs from the usual practice in which agencies stay within their own jurisdiction, with the Department of Education providing money only for schools or the State Library only for libraries. A board composed of representatives from the State Library, the Board of Education, and the community at large reviewed the proposals and recommended those that were funded.

Space precludes further examples, but other states with significant statewide library initiatives include New York, Ohio, Florida, Indiana, Kentucky, Massachusetts, Maryland, North Carolina, South Carolina, and New Jersey.



Opening Of New Learning Center, Brooklyn Public Library

Collaboration

Cooperation between libraries and literacy organizations is clearly a healthy trend that is gathering momentum. In addition to the more conventional forms of cooperation, in Connecticut and New York State the libraries and Literacy Volunteers of America are now working together on proposals to develop state support for library literacy activities. In New York, LVA is also instructing "outreach" librarians assembled in regional and statewide workshops on how to organize and conduct tutorial programs.

One of the top priorities in efforts to expand adult basic skills services nationally is the development of comprehensive statewide planning bodies. In more than half of the states, such groups have been formed or will be shortly. In all of them libraries are an active partner and, in some cases, library leaders were directly responsible for their creation.

Again, Illinois is an excellent new example. The Illinois Literacy Council, which the State Librarian initiated, has in little more than a year made tremendous strides in addition to its recent grants. It has gathered extensive information on the illiteracy problem in the state and identified specific ways to address it. It has undertaken activities to generate public awareness, and started to coordinate all literacy services in the state including those of libraries. It also has set up a literacy hotline to link volunteers and students with programs. And the State Library recently put out the *Illinois literacy effort*, a comprehensive report on its activities, its resources, and its detailed plans for moving ahead on several fronts.

(The publication is available by contacting Joan Seamon, Literacy Program Coordinator, State Library, 288 Centennial, Springfield, Illinois 62756, or phone (217) 785-1535.)

Prevention

More attention is gradually being given to programs that seek to break the cycle of illiteracy that passes from non-literate parents to children. One example, Collaborations For Literacy, is an intergenerational project involving Boston University, Literacy Volunteers of Massachusetts, the Boston Public School, the Boston Public Library, and the State Board of Library Commissioners. College Work-Study students are trained and paid to teach functional illiterates how to read. The curriculum is based on the PBS Reading Rainbow videotape and accompanying book series. Once an adult masters a book, he or she must in turn read it to a child, grandchild, or neighbor's child in the library where the tutoring takes place. The child is thereby provided with both an adult role model and a positive image of the library. The program is being adapted for use in South Carolina and Texas.

Reading Collections

The importance of having appropriate reading materials for adult illiterates cannot be stressed strongly enough. While a few libraries have good collections and some are beginning to develop them, most do not and most have not made the budget allocations that would be needed to do so. Yet, for the low-literate adult, the right reading matter can make the difference between success or failure. Because there is a shortage of relevant and interesting easy-to-read literature for these people, they often are subjected to material designed for children. To them, Dick and Jane stories are embarrassing, boring, and ultimately defeating. Indeed, the adult who has acquired new reading skills often fails to maintain them and reverts back to illiteracy because proper reading material is not available.

Among the bright spots in this area are the collections of the Free Library of Philadelphia, the Spokane Public Library in Washington, and the Enoch Pratt Free Library in Baltimore. A notable aspect of the Philadelphia program is its annual budget to provide appropriate non-returnable paperbacks to education and social service agencies across the country that work with illiterates. The Spokane library reports that its collection of high-interest, low-level reading materials has always circulated at a rate surpassed only by current best sellers.

Newer programs include "Books By Mail" in Connecticut, which uses an annotated mail order catalog prepared and distributed in cooperation with Literacy Volunteers to make good materials available to students and teachers regardless of where they live in the state. Another program, Project:LEARN in Cleveland, has produced a bibliography for Ohio librarians, "Books for New Adult Readers." Most of the titles are at fifth-grade level or below. A key feature is that the books listed were evaluated by a panel of experts including adult new readers themselves.

Computers

Computers and other technologies are attracting a growing interest in literacy circles because they provide a tool for reducing the labor-intensive nature of group and one-to-one instruction, and students like and learn effectively with them. In a few public libraries (Jacksonville, New York City, and Milwaukee

are good examples), computers are already in use to supplement the traditional teaching patterns. In one promising new development, a pioneering computer-assisted reading approach developed for the U.S. Navy's low-reading recruits is being tested for civilian use at the Mary H. Weir Library in Weirton, West Virginia and at the Enoch Pratt Free Library—under the sponsorship of the National Commission on Libraries and Information Science.

Dual Literacy

A large percentage of the annual increase in persons who cannot read or write competently is comprised of immigrants and refugees from non-English language backgrounds (more than 1.2 million a year). Many, three-fourths of whom are of Latin American or Asian origin, are not literate in their native language. Some libraries are trying to serve these groups in programs that teach English and link them with other community resource agencies. As the non-English-speaking population continues to grow, more libraries will confront the need to serve them.

Looking Ahead

A top priority of the ALA is to continue its efforts to make the entire country aware of the adult illiteracy problem. "Like drunk driving, child abuse, or other social problems, literacy is beginning to seep into the social consciousness of the country," says Jean Coleman, who heads the ALA's Office of Library Outreach Services. "We must build on that."

Another item on the ALA agenda is to strengthen the support for adult basic education within the federal government. While prevention strategies may work for in-school students, there must be a different approach with those for whom the schools didn't work, or who have left the system and fallen through the cracks. To that end, legislative remedies will be sought by the ALA to strengthen the federal ABE program and expand its eligibility requirements.

Still another focus of ALA concern will be librarians themselves. Some librarians are confused about their role. For some, professional self-image and notions about the proper function of libraries are at odds with fellow librarians seeking a more aggressive role in helping unskilled adult readers. Some are resistant because their budgets are inadequate to support new work, and in the competition for funds literacy activities are thought to be a low priority. These problems of role, attitude, and funding will have to be overcome if libraries are to fully develop their potential in the fight against illiteracy.

Thus, strong and continued leadership from the ALA, as well as from the chief state library agencies in every state, will be essential. In this effort, concerned citizens who are influential policymakers in their own communities can be powerful allies. As trustees of their local libraries or Friends of the Library, these persons are strategically placed to capture the library board's attention and to urge board members to provide leadership.

Finally, library literacy efforts should be significantly aided by the new Title VI of the Library Services and Construction Act which passed Congress in October, 1984. For fiscal 1986, \$5 million has been appropriated, with presidential approval expected, for grants of up to \$25,000 to local and state libraries for literacy projects. The funds will be used to promote and coordinate volunteer services, purchase materials, and cover the cost involved in using library facilities.

CORPORATE LITERACY ACTION

POLAROID CORPORATION

Dr. Edwin Land, founder of the Polaroid Corporation, once said that "the function of industry is not just the making of goods; the function of industry is the development of people." These sentiments are the guiding principles behind Polaroid's extensive, long-standing commitment to its Corporate Education Programs, its policy of open job posting, and its efforts to help employees move up through the ranks.

Polaroid's Fundamental Skills Program, which began in 1961, is the oldest in-house basic skills program in the country. Its roots date back to the 1950's when Dr. Land built his first manufacturing facility in a suburb of Boston and recognized the need to provide the new employees with educational assistance. At that time, however, federal and state ABE programs did not yet exist, and colleges and schools were not interested in providing basic training for hourly employees. So Polaroid decided to develop its own in-house program from scratch.

Throughout the 60's Polaroid's programs focused primarily on high school math and chemistry. In the late 60's and early 70's, GED, ABE, and ESL programs were added to the roster of educational activities. Linda Stoker, a professional educator and basic skills specialist, was hired to develop the programs. After surveying 500 companies and outside educational organizations and finding little to draw on immediately, Polaroid once again decided to conduct these programs in-house and proceeded to develop a full set of diagnostic and assessment tools as well as the needed curriculum. Like many companies, Polaroid offers 100 percent tuition reimbursement for courses taken at the college level, but unlike most, which focus their internal training on management education, at least 50 percent of Polaroid's programs are focused on the needs of hourly employees.

The Fundamental Skills Program offers a variety of services and special programs in reading, writing, math, and problem solving. Reading is taught at three levels. All classes are voluntary and are usually on a combination of both company and employee time. According to Stoker, basic skills are tied to the jobs people do, "focusing priority

on what skills criteria they will need to improve their job performance and prepare for job growth." Over the years, Polaroid has validated a wide range of teaching and testing materials and established basic skills criteria for all hourly jobs. Educational counselors work confidentially with individual employees diagnosing and helping them plan their educational needs and referring them to appropriate programs both in the company and the community.

Stoker has the following comments for other companies considering similar programs:

- Big corporations are better able to operate their own in-house programs than medium-sized or small businesses; though for many, perhaps most, it will make better sense to contract with an outside organization for the desired services.
- The best employee programs link basic skills to larger training goals in the company, evaluating the specific skills that employees need.
- Companies wanting to implement in-house programs will need to develop job-related instructional and testing materials, and can profitably consult with other companies that already have a track record.
- Basic skills staff should have a different background from that of regular educational training staff, and particularly a sensitivity to the needs of people they will be teaching and the specific requirements of their jobs.
- Companies must allow for administrative, space, and other costs associated with operating in-house programs.

(For further information contact Linda Stoker, Consultant/Program Manager, Corporate Human Resources Development, Polaroid Corporation, 750 Main Street, 2D, Cambridge, MA 02119 (617) 577-5422.)

TIME, INC.

"Time to Read" is a pilot program which combines the Time, Inc. staff and its magazine and video resources to fight illiteracy. The program, which began in March 1985, already has 169 company volunteers tutoring 210 people at four sites—in New York City, Chicago, Camp Hill (PA), and Charlotte (NC). It is open to those who have attained at least a fourth-grade reading level.

Tutors are trained by Time, Inc. and work with a detailed instruction manual also prepared by the company. The manual is supplemented by new material each month, and contains 50 detailed lesson plans and activi-

ties that have been designed to make possible the use of *Time*, *Life*, *Sports Illustrated*, *People*, and other company magazines as the basic reading material. The tutors have access to a toll-free hotline and a newsletter to help them exchange information and solve problems.

Each of the four programs is conducted in collaboration with local sponsors who select and evaluate the students:

- In New York City, 50 Time volunteers are working with the Children's Aid Society to help 28 eighth-grade students from JHS 204 in Queens who are bused to the Time-Life Building in Manhattan for tutoring.
- In Chicago, 31 Time retirees collaborate with six public libraries to tutor 46 adults.
- At Camp Hill (PA), 38 volunteers from the Book-of-the-Month Club (a Time subsidiary) help tutor 50 inmates in a state prison.
- In Charlotte (NC), 50 volunteers are working with Central Piedmont Community College to instruct 86 city highway and maintenance workers who need better skills for promotion. In addition, Cablevision of Charlotte broadcasts a half-hour weekly program conducted by a community college professor.

All students get free subscriptions to *Time* and another company magazine of their choice, and the Charlotte participants also get free cable subscriptions.

(For more information contact Toni Fay, Director of Corporate Community Relations, Time, Inc., 1271 Avenue of the Americas, New York, NY 10020 (212) 484-1485.)

WALDMAN GRAPHICS

A printing and typography firm in Pennsauken, New Jersey, Waldman Graphics has developed a simple model to generate voluntary employee contributions to literacy programs. In just two years the company has achieved a high participation rate among its employees to help support the efforts of a local Camden County literacy group, Focus on Literacy.

The first campaign began in July 1984 with a short article in the company's internal newsletter highlighting the problems of illiteracy and stressing its implications for the graphic arts industry as a whole. This was then followed by a personal letter in each employee's paycheck envelope the next week telling those who wanted to contribute that their donations could be made through a small weekly payroll deduction of as little as \$1 a week for whatever period of time they

wished. In less than two weeks, 50 percent of Waldman's nearly 200 employees responded with commitments of close to \$800.

In 1985 a similar campaign was carried out. Enthusiasm had spread and participation rose to 71 percent of Waldman's full-time staff doubling the amount contributed to \$1,600, all of which again was turned over to Focus on Literacy. The total cost of the campaign to the company was less than \$25 a year.

As a result of the fundraising drive and related awareness efforts, employees have been motivated to serve as volunteer tutors, donate books and reading materials, and get involved in other literacy activities.

Executive Vice President William Hohns, who developed the program, believes that this model can be adapted by other companies nationally as a way to generate new funding for the field. As chairman of the emerging literacy program of the Printing Industries of America, Hohns is working to try out this approach in some 40 member organizations and eventually hopes to expand the program to PIA's 12,000 members. Noting that there are 1.6 million people employed in the graphic arts industry, Hohns believes that even a 20 percent participation rate could produce major new funding for adult literacy programs and organizations.

(For further information contact William Hohns, Waldman Graphics, 9100 Pennsauken Highway, Pennsauken, NJ 08110 (609) 662-9111.)

WHAT OTHER COMPANIES ARE DOING

ABC Radio helped advance public awareness by broadcasting an address recently given by Art Colby (Manager, EEO, Pratt & Whitney, and President of LVA) at a business meeting convened by Literacy Volunteers of Connecticut. Network affiliates in other cities broadcast interviews with Kentucky's ABE director Sharon Darling in her role as literacy spokeswoman for *Reader's Digest*.

American Can Company's CEO, William Woodside, testified on the importance of basic skills education at the U.S. Congressional hearings on literacy this past summer.

Better Homes & Gardens ran an article titled "Illiteracy in America: The Shocking, Silent Crisis" in its November issue. **The Detroit Free Press** and **The Florida Times Union** recently published articles on adult illiteracy, one focusing on a 47-year-old auto worker learning basic skills in a joint Ford Motor-UAW program and the other on the costs of illiteracy to the business community. **The Raleigh News and Observer** (NC) and **The Richmond Graphic** (IN) covered the literacy issue in recent Sunday feature stories. **The San Diego Evening Tribune** early last year printed a UPI story about a mother who was unable to read the directions on a can of infant formula and incorrectly fed undiluted formula to her baby who died as a result.

Burlington Northern Railroad, **Conoco**, **Deluxe Check Printers, Inc.**, **Security Bank**, and **Mountain Bell** work

with the Billings (MT) Adult Education Center to provide basic skills to their employees. A recent influx of immigrants in search of jobs has increased the need for ESL services in particular.

Cambridge Books recently published *Effective Adult Literacy Programs: A Practitioner's Guide*, a comprehensive work by the National Adult Literacy Project. At the 1985 conference of the Association for Community Based Education, the company joined the **Gannett Foundation** and **B. Dalton Bookseller** on a panel which addressed the special problems faced by CBOs in getting support from the business community.

Cone Mills Corporation and **First Union National Bank** are represented on North Carolina's statewide literacy coordinating body, the Participatory Planning Committee for Adult Basic Education.

Container Corporation of America and **Kindall Container Company** operate in-house basic skills programs for hourly employees in their Georgia plants.

Cox and Smith, Inc., and the local Chamber of Commerce are taking leadership roles in generating business support for the San Antonio (TX) Literacy Board.

A representative of **Contour Groves, Inc.**, a citrus-producing company, serves as president of the Florida Literacy Coalition.

Crown Publishing expects to donate some \$20,000 to literacy programs from proceeds of the sale of Jean Auel's recently-published novel, *The Mammoth Hunters*.

Del Monte, **Olin Corporation**, **Bridgeport Hydraulic**, **Royal Business Machines**, **Sikorsky**, **Dexter Corporation**, **Southern Connecticut Gas**, and **Phoenix Mutual Life** are among more than 50 companies which gave recent funding to Literacy Volunteers of Connecticut.

Disneyland gave Literacy Volunteers of Placentia (CA) a \$5,000 Community Service Award in April 1985, to be shared with five other LVA affiliate programs in Orange County.

The Electric Boat Division of General Dynamics, working with the Southeastern Connecticut Adult Education Cooperative, provides a high-school-equivalency program to company employees in that state.

Fidelity Bank hosted an awareness reception for business and political leaders as part of Literacy Week activities in Philadelphia in September. Team members of the **Philadelphia Eagles** posed for photos which were used in local newspapers to encourage good reading habits.

Franklin Electric Company, the **AFL-CIO**, and **First National Bank** are represented on Arkansas' Participatory Council on Adult Education, with the Franklin representative serving as chairman of the Council.

Franklin Life Insurance Company is one of several companies providing employee basic skills classes through the Lawrence Adult Center in Springfield, IL.

Garrett Turbine Engine Company contracts with the Rio Salado (AZ) Community College to provide basic skills classes to employees in its manufacturing plant in Phoenix.

IBM recently gave a \$6,000 grant to the Travis County (TX) Adult Literacy Council. The company is presently exploring the possibilities for an expanded role in the literacy field, and along with **Mountain Bell** is represented on Arizona's new Task Force on Literacy.

Legg Mason Company recently donated \$1,000 to the Carroll County (MD) Literacy Council, as well as space for tutoring classes and Council board meetings. The **Carroll County Times** donates advertising space to the Council, and **Westminster Answering Service** gives 24-hour telephone referral assistance.

Chas. Levy Circulating Company has developed a reading awareness and fundraising program titled "My Kind of Books,"

in which Chicago residents were asked through newspaper ads distributed in 500 local book outlets to vote for their favorite books. Based on the poll, the company is donating 15¢ to the Literacy Council of Chicago for each copy of the ten most popular books sold by the book outlets.

MacArthur Foundation, **Mobil**, **AT&T**, **Grumman Corporation**, **Manhattan Life Insurance Company**, **Waldman Graphics**, and **Young & Rubicam** are among those organizations presently funding the Business Council for Effective Literacy.

McDonald's and **British Aerospace, Inc.** provide ESL training for their employees in collaboration with the Fairfax (VA) Adult Integrated Network.

Monongahela Power Company provides space in its training center for the tutor-training activities of Literacy Volunteers of Marion County (WV). The **Shop 'n' Save** supermarket chain provides refreshments for LV's training sessions and advertises the LV program with flyers slipped into its grocery bags. **Adams Office Supply** donates the stationery supplies used in LV's workshops.

M&M/Mars Corporation, **Time, Inc.**, **The Amoco Foundation**, and **The Beatrice Foundation** recently provided funding for Literacy Volunteers of Chicago. Representatives from **Chicago Magazine**, **WGCI Radio**, and **Amoco Food Shops** have joined LV's board of directors.

The Morning Call, a local newspaper, has given essential in-kind assistance to the Allentown (PA) Literacy Council by assigning a staff member to develop a major funding proposal.

Nissan Universal runs a small in-house program for employees at its Cedar Rapids plant in collaboration with Kirkwood Community College. The College also works with the local Private Industry Council to provide job and basic skills training to unemployed workers in the area.

Onen Corporation conducts an in-house basic skills program for employees at its Minneapolis plant. The program is part of a larger effort to modernize the plant's production capability.

Phillips Plastics and other Wisconsin companies work with the state's technical college system to provide basic skills instruction to employees, many of whom are located in rural areas.

The Prudential Foundation recently made a grant to the Urban Studies and Community Service Center of La Salle University. This Philadelphia community-based program is developing new curricula geared specifically to the needs and interests of adult learners.

Sperry Computer, **Mountain Bell**, **Rockwell International**, and **Easton Aluminum** offer on-site basic skills classes for their employees with instruction provided by the Salt Lake City ABE program.

Time, Inc. has prepared a public service ad entitled "A Light To Read By." Depicting the Statue of Liberty, it states that "Miss Liberty (is) not only a symbol of democracy, but...a reminder of one of democracy's major prerequisites: literacy." The ad is being circulated as part of the centennial celebration.

The U.S. Steel Foundation, **Travelers Insurance Co.**, **Alcoa Foundation**, **Ryan Homes, Inc.**, and **The Pittsburgh Foundation** have provided \$20,000 in grants to the Greater Pittsburgh Literacy Council. These grants match an earlier challenge grant made to the Council by the **Consolidated Natural Gas Co. Foundation**. **Waldenbooks** held a golf/tennis tournament in September, raising \$30,000 for Reading Is Fundamental.

Westview Press recently released *Between Struggle and Hope*. Valerie Miller's study of the Nicaraguan literacy campaign, which is often cited as a model national effort.

White Castle Systems, Inc. is providing meeting space for the Steering Committee of the Ohio Literacy Network, that state's coordinating body.

NOTES FROM BCEL

In The Works:

BCEL Bulletin

BCEL is developing a new technical assistance aid titled **BCEL BULLETIN**. Each issue, to be published periodically, will provide guidance on topics of interest to the business and literacy communities. The first issue, to be ready by Spring, will provide practical advice to businesses wishing to develop employee volunteer tutor programs in cooperation with local literacy providers. Two subsequent issues will give information to companies considering company-sponsored basic skills programs for employees, and literacy programs seeking advice on how to effectively approach businesses for support.

Publications Available:

• **TURNING ILLITERACY AROUND: An Agenda For National Action** consists of two BCEL working papers (by Donald McCune/Judy Alamprese, and David Harman) which assess the short- and long-term resource needs of the adult literacy field and present recommendations for public and private-sector action. The set is available for \$10. Please send **prepayment** check made out to BCEL with your written order.

• **PIONEERS & NEW FRONTIERS** is a BCEL paper (by Dianne Kangisser) which assesses the role, potential, and limits of volunteers in combating adult illiteracy. Copies are \$4.50 each and should be ordered in writing with a **prepayment** check to BCEL.

• **Functional Illiteracy Hurts Business** is a leaflet designed primarily as an aid for local literacy programs in their fundraising efforts. It gives specific suggestions to business on how to help support adult basic skills programs. Programs can insert their names and addresses on the back flap. Copies are available at no cost for a modest supply but due to heavy demand there is a small per-item cost for large orders.

• Back issues of the BCEL Newsletter are available at no cost for up to 24 copies and at 25¢ per copy thereafter. Newsletters may be reproduced in whole or part without permission but with attribution to BCEL.

The Business Council for Effective Literacy is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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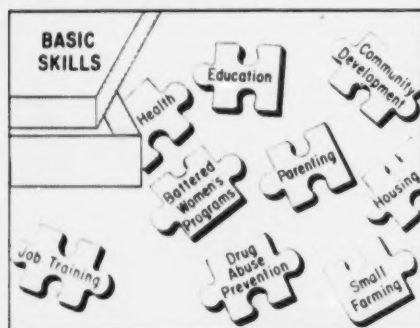
Mary Keenan
Admin. Assistant

Both Gadal
Staff Asst.

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N. Y. 10020 (212) 512-2415/2412

CBO's: Reaching The Hardest To Reach



That people who lack basic skills are most heavily concentrated among disadvantaged minorities, the poor, the unemployed, and the alienated is a widely known fact. Adults with minimal or no reading and writing skills accounted for up to 75 percent of the unemployed in 1982 (U.S. Department of Labor, 1984). They comprised over one-third of mothers receiving Aid to Families With Dependent Children (U.S. Department of Education, 1982); 85 percent of the juveniles who appear in court (*Adult & Continuing Education Today*, 1983); an estimated 60 percent of prison inmates (Correctional Education Association, 1984); and nearly 40 percent of minority youth (*Adult Performance Level Study*, 1977).

These groups, for whom illiteracy is just one more problem in a mosaic of joblessness, poor housing, malnutrition, delinquency, drug abuse, and social isolation, are the toughest to recruit into educational programs. Many, steeped in the culture of poverty, don't see how improving their reading abilities will make much difference in their lives. They are thus the least served by programs set up specifically to teach basic skills—the Adult Basic Education program, the voluntary literacy organizations, and the programs of other organizations which make up the bulk of the nation's literacy system.

The majority of adults enrolled in basic skills instruction today are marginally rather than functionally illiterate. They tend to be attuned to middle-class norms and believe that improving their basic skills will open the door to jobs, or better jobs, or a better life. Typically, because these persons have higher levels of competence in the basic skills to begin with, they are better motivated and easier to serve. And, within the limits of available resources, most literacy programs serve them well.

Literacy in Context

By all accounts, however, the agents most successful in reaching and teaching those most in need of help are the community-based organizations (CBO's). CBO's come into being in response to social and economic problems faced by their constituents. Usually they are formed by the communities of

people they serve—urban Blacks and Hispanics, reservation and urban Native Americans, welfare mothers, farm workers, and other underserved groups. Usually they link their educational activities with larger community development needs. In their basic skills work, they do not aim as their chief focus to improve the ability of their constituents to read, write, and cipher, but to bring about a larger change within individuals and the greater community through such activities as programs for battered women, health workshops, parenting classes, summer camps for disabled children, and home construction training. Their basic skills instruction occurs within these contexts.

Because CBO's have close ties to the communities they serve, they are able to recruit persons who would not align themselves with a public school or a program staffed by personnel from outside the community. Most importantly, retention rates of 65-70 percent are common, as compared to 25-50 percent in mainstream programs.

Despite the success of CBO's in reaching hard-to-reach persons, they are hard to count and define as a network of providers. This is partly because they operate in a wide range of settings—community centers, social service agencies, community colleges, churches, storefronts, housing projects. They also go by names that do not have "literacy" or "basic skills" in their titles—e.g. Barrio Education Project, Boston Indian Council, Center for Rural Education, The Fortune Society, Solidaridad Humana, and New Horizons for Children.

Whatever the variations among them, a common thread—and the term they use to describe it—is "empowerment". CBO's aim to help individuals gain a better sense of themselves and their own possibilities in the world. They aim to equip people with the skills they themselves think they need in order to give them more control over their own lives. Literacy needs differ from one individual to another and from one community setting to another. For an individual, the goal might be to get off welfare, or learn auto repair, or help a child in school. Or the aim might be to empower tenants' groups concerned with housing issues, or ethnic groups wishing to keep alive their cultural values, or ex-offenders wishing to become advocates on their own behalf. Within these individual and community contexts exist the ties that imbue basic skills with meaning—and establish them as a requirement.

The Women of Dungannon

Take the Dungannon Development Commission (DDC), for example, formed in 1979 by some 50 residents of an isolated Appalachian mountain community of Virginia to bring jobs, housing, education, and social services to the area. Per capita income for the 350 people of Dungannon and the 7,000 people in the surrounding area is \$4,541 with a median household income of \$8,654. Over 21 percent of Dungannon's population have incomes below the federal poverty level. What income there is, is chiefly from small family farming and work in distant Tennessee factories or coal mines. Unemployment averages around 15 percent.

(cont'd. on p. 4)

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

More and more businesses and business people across the country are responding to the nation's huge adult illiteracy problem. Among many other things, they are beginning to launch and develop grant programs to help literacy organizations at the local, state, and national levels as these groups work to expand their services. Many deserving and essential programs and activities are in need of their support. Laubach Literacy Action and Literacy Volunteers of America are two major ones. Library literacy programs are being implemented in greater number, most needing financial help. Programs in prisons, community colleges, centers for immigrants and refugees—all need more resources. And important pilot programs to develop the use of computers and television for direct instruction are emerging.

We at BCEL are greatly encouraged by the increasing level of business interest in the illiteracy problem, and also by the promising new legislative and funding developments by some of the states. But the competition among many worthwhile literacy providers for added resources to meet the widespread need is rapidly heating up. In this changing situation of supply and demand, it is of real concern that we do not overlook the community-based organizations. These CBO's have a singularly important potential for improving the basic skills of the adults who are most in need of our help, the very persons who are unfortunately too often not reached by the other programs. CBO's, which have many settings—such as community centers, storefronts, or housing projects—are not easy to define, for in addition to providing training in the basic skills they work on the overall development of desperately needy individuals and communities. Their accomplishments and their potential are very considerable, however. I urge you to read the feature article on CBO activities in this issue. I think you will be moved, as I am, by the examples of their work which could benefit so greatly from our help.

NEWS IN BRIEF

Conference of Mayors Tackles Illiteracy

At its 1985 annual meeting, the U.S. Conference of Mayors established a Literacy Task Force, with Mayor Wilson Goode of Philadelphia appointed Chairman. The Task Force (with members from Berkeley, Boston, Cleveland, Columbus, Houston, New York, Newark, Philadelphia, and Washington, D.C.) met last month to initiate the writing of a report on urban illiteracy and to plan its future agenda. The report will be "the strong policy statement" called for in a resolution passed unanimously by the mayors at their 1985 gathering. It also will serve as a reference for cities wanting to become involved in the literacy problem. Plans are to distribute the report to all cities of 30,000 or more along with an appeal to become an active part of the Conference effort. For more information contact Carol Moody Becker, U.S. Conference of Mayors, 1620 Eye Street NW, 4th Fl, Washington, D.C. 20006 (202) 293-7330.

Irvine Foundation Awards Literacy Grants

The James Irvine Foundation in San Francisco recently took a new program direction with the announcement of three grants aimed at improving literacy provision in California: \$100,000 was awarded to Literacy Volunteers of America to establish a state-level office; \$16,300 went to Laubach Literacy Action to assist two community-based literacy projects in Southern California and to develop new models for hard-to-reach adults; and \$20,000 went to the Association for Community Based Education to identify adult literacy programs in community-based organizations and develop a strategy for expanding such efforts throughout the state. For more information contact Jean Parmelee, James Irvine Foundation, One Market Plaza, Stuart Street Tower, Suite 2305, San Francisco, CA 94105 (415) 777-2244.

PLUS Campaign Surges Ahead

Project Literacy U.S. (PLUS), the major joint venture between PBS and ABC, is advancing rapidly on several fronts. ABC and PBS will air major documentaries in September. PSAs and other programming for local and national use are also under development. Affiliate stations in some 525 communities nationwide are gearing up to provide local outreach activities that will focus on linking potential tutors and students with programs of instruction. PBS will issue a bimonthly newsletter on Project PLUS, as well as a variety of manuals, guidelines, and other materi-

als. In conjunction with the initiative, Senators Paul Simon (IL) and H. John Heinz III (PA) will introduce a Senate Joint Resolution proclaiming September 1986 as "Adult Literacy Awareness Month." PLUS is presently forming a Committee of 100, made up of popular entertainers, sports figures, and national leaders who will participate in TV spots and special events.

Giving Dropouts a Second Chance

Arkansas Educational Television Network, using highly-acclaimed GED programming developed by Kentucky Educational Television, reports great success in its pilot effort to help high school dropouts in Arkansas earn a high school diploma. In 1984-85, 2,200 persons enrolled in "Project Second Chance" and 86 percent of those who took the diploma exam passed and graduated. Many other adults who responded but were not at a high enough level to enter the program were placed in suitable basic skills programs around the state with the result that adult education enrollment jumped from 14,000 to 25,000. Now Project Second Chance is going national with a one-hour documentary on PBS followed by a 30-minute live local segment telling viewers how to enroll in a new series of 43 half-hour lessons that will be offered by participating stations in their area. The project recently got grants from the Winthrop Rockefeller Foundation, Middle South Utilities, Kerr-McGee, the Deloney Company, Combustion Engineering, the Peabody Holding Company, and Arkansas Best, but additional funding is needed to reach the total budget of \$450,000. For details contact M. Cody Hauser, Director, Program Development, AETN, 350 South Donaghey, PO Box 1250, Conway, AR 72032 (501) 329-3887.

Women's American ORT

The Organization for Rehabilitation Through Training (ORT) is the largest international non-governmental training agency in the world, with more than 130,000 students enrolled in its network of vocational and technical training schools. Women's American ORT, founded in 1927, not only raises funds to support this network, but through its U.S. chapters encourages community action to promote quality in public education, career education, and technical training nationally. In May 1985 Women's American ORT in District IX (TX, LA, OK, NM, MO, KS) adopted adult literacy as a top item on its agenda and formed the ORT Literacy Task Force. The task force surveyed literacy programs in eight key cities in the district and found that increased community awareness

was the key to expanding services. Many new activities have since been implemented. For example, an elaborate audio-visual awareness campaign was developed to recruit volunteer tutors throughout the district. A list of suggested literacy projects was distributed to district chapters and to outside groups including business. ORT joined several literacy planning bodies, helped coordinate a Literacy Volunteer Week in Houston, investigated effective teaching methods, and B. Dalton Bookseller awarded ORT \$5,000 to conduct a special public relations campaign in Houston. In March ORT's literacy project became a national campaign with all chapters in the country given guidelines for initiating projects in their communities. For more details, contact Barbara Kazdan, Literacy Task Force, Women's American ORT, District IX, 4740 Ingersoll, Suite 100, Houston, TX 77027 (713) 961-3759.



ORT Literacy Task Force with Wally "Famous" Amos

RSVP

In a partnership among B. Dalton Bookseller, ACTION, and Laubach Literacy Action, grants of \$1,200 to \$5,000 have been awarded to 23 projects of the Retired Senior Volunteer Programs (RSVP). Since it was launched in 1971, RSVP (which is sponsored by ACTION) has been involved in all kinds of constructive community activities. This new set of grants will provide seed money to local RSVP projects in which older adults will serve as literacy tutors, student recruiters, office volunteers, and public awareness volunteers all in the cause of literacy. For more information contact Bill Barrett, ACTION, 806 Connecticut Avenue, Washington, D.C. 20525 (202) 634-9108.

No Reading, No Release

Virginia Governor Gerald Baliles recently announced a "no reading, no release" parole policy for all Virginia inmates. The American Correctional Association plans to tackle the illiteracy problem with a grant from the National Institute of Corrections. The Association will hold three regional literacy program development seminars in Bethesda, St. Louis, and Phoenix to be attended by 90 par-

ticipants from correctional institutions around the country. The seminars will focus on a teaching approach that stresses building self-esteem as well as basic skills. It will feature such relevant topics as money management, nutrition, and health. Each participant will leave the seminar with an individually-constructed management plan to help develop a literacy program at his or her institution. For more information contact William Taylor, Assistant Director, Membership, Training and Contracts, American Correctional Association, 4321 Hartwick Road, Suite L208, College Park, MD 20740 (301) 699-7650.

Literacy Resources

- Operation Lift in Dallas has developed a series of 100 30-minute videotapes (in 1/4" format) which teach reading to adults at a 0 to 6th grade level. The series, *Readers' Guide*, is being broadcast on local television stations using a system of alphabetic phonetics. It gears instruction to visual, auditory, and kinesthetic learning styles and addresses such real-life problems as how to fill out a job application or apply for a driver's license. Contact Carolyn Kribs, Operation Lift, 1309 Main Street, Suite 708, Dallas, TX 75202 (214) 742-7565.

- *Getting Yours: A Publicity and Funding Primer for Nonprofit and Voluntary Organizations* is an 84-page guide offered by the Ad Council Awareness Campaign. It gives advice on how to handle media relations, use non-media publicity, work with community resources, tap public and private funding sources, write proposals, and generate fund-raising ideas. It is available for \$6.00 from CONTACT Literacy Center, PO Box 81826, Lincoln, NE 68501 (402) 464-0602.

- Literacy programs may be able to get needed help from the National Association for the Exchange of Industrial Resources, the nation's largest gifts-in-kind association. NAEIR collects donations of new products from hundreds of corporations (who receive a tax deduction for their contributions) and then distributes the merchandise to its nonprofit member institutions which pay an annual membership fee plus shipping and handling costs. Goods available include appliances, arts and crafts materials, audio/visual aids, books, office and paper products, tools, and telephones. For more information contact NAEIR, Dept. PH-1, 540 Frontage Road, PO Box 8076, Northfield, IL 60093 (312) 446-9111.

- *Functional Literacy and the Workplace* examines illiteracy as it affects workers, employers, and educators. Workplace

expectations and future directions are among the topics included. Copies are \$2.00 each from Order Fulfillment (Order #125) American Council of Life Insurance, 1850 K Street NW, Washington, D.C. 20006.

- The June 1985 issue of the *Journal of Correctional Education* is devoted entirely to prison adult basic education programs that work. Copies are available for \$10 from the Correctional Education Association, 1400 20th Street NW, Washington, D.C. 20036 (202) 293-3120.

In The States: Planning & Awareness

- Colorado Literacy Action (CLA) is now publishing a newsletter and organizing training programs for local literacy organizations out of its new offices in the State Department of Education. CLA arranged a literacy awareness event for Denver on the Capitol steps, with media coverage given to speakers from the major literacy groups. Elsewhere in the state, 10 local literacy coalitions are in various stages of development.

- The Connecticut Coalition for Literacy has appointed as its chair former U.S. Secretary of Housing and Urban Development,

Robert Wood.

- Using Library Service and Construction Act funds, the Library of Michigan has awarded literacy grants totaling \$125,000 to 16 public libraries. The Library has also recently provided space for the offices of Laubach affiliate Michigan Literacy.

- The Governor's Adult Literacy Initiative in Mississippi is coordinating several new adult basic skills projects, including a new Mississippi Council on Aging program, a statewide toll-free literacy hotline, and distribution of a statewide Adult Education Directory. Twenty-five newly-trained VISTA volunteers are working in 12 counties identified as having especially high illiteracy rates.

- In Texas, Governor Mark White has announced the creation of a Governor's Task Force on Illiteracy, located within the State Job Training Coordinating Council.

- In Illinois, pending legislative and gubernatorial approval of an FY87 appropriation, state funds will again be available for literacy projects coordinated by public libraries, library systems, education agencies, CBOs, or coalitions of the above.

BOOK REVIEW

- *Reading Comprehension From Research to Practice*, edited by Judith Orasanu of the U.S. Army Research Institute for the Behavioral and Social Sciences, analyzes a decade of research on how people learn to read.

The first third of the book consists of scholarly essays dealing with new knowledge about the processes by which people learn and comprehend. The focus is on such essential variables as the role that prior knowledge plays in understanding, how text structure and clarity influences understanding and memory, how personal attributes and circumstances affect learning, and the relation of context to effective learning and teaching.

The second third of the book discusses the implications of reading research for instructional practice and curriculum development. The final section presents case studies of six schools that have successfully translated the research findings into practice. It concludes with cases on two adult literacy programs for business that have effectively prepared workers in word processing and wastewater treatment.

The book is available in hardcover for \$24.95 and in paperback for \$14.95 from Lawrence Erlbaum Associates, 365 Broadway, Hillsdale, NJ 07652.

- *Effective Adult Literacy Programs: A Practitioner's Guide*, edited by Renee Lerche, summarizes the findings of a federal study to help literacy programs learn about models they might emulate to improve their operations and broaden their support.

Using interviews and survey data from more than 200 exemplary programs, the book analyzes programs in a variety of settings to see how they form, implement, and evaluate plans for adult literacy education. Programs in community-based organizations, state and local adult basic education programs, prison, military, and job training programs, and projects operating within postsecondary institutions are all treated in this comprehensive, practical review.

Among the topics examined are recruitment and public relations techniques, orientation activities and counseling, diagnostic testing and assessment, and program evaluation. The book includes model forms, checklists, and state-by-state profiles of each program used in the study. Each section ends with specific recommendations.

The book is available for \$24.95 from Cambridge Publishing Company, 888 Seventh Avenue, New York, NY 10106.

CBO's (cont'd. from p. 1)

DDC was founded on the belief that there can be no personal, community, or economic development without education. Arrangements were made with the Mountain Empire Community College, 50 miles away at Big Stone Gap, to conduct classes in Dungannon's community center. The center, called the Depot, is housed in an abandoned railroad station which, with funds raised by the women of the town, was moved away from the tracks and refurbished.

At first, classes were mainly to prepare students for high-school-equivalency diplomas (GEDs). Later, college courses were added so that students who completed their GEDs could continue with college work. Students at the Depot now can earn a two-year degree in business management or education and certificates in geriatric nursing or community development. Four hundred students have taken part in over 240 Depot classes conducted side by side with senior citizen activities, family reunions, dances, fundraisers, political meetings, and potluck suppers. An additional 60 students have enrolled in Project READ, a literacy program started in August 1985 with the help of the Lutheran Church Women of Philadelphia.

Project READ's professional coordinator is Edna Compton, herself a product of DDC education. Ms. Compton, who is married and has two teenage children, quit school in the 8th grade. She married at 18, helped her husband on the farm, and worked in the sewing factory for 12 years before it burned down. "You can't make it in farming," she says. "I had to go back to school." She enrolled in Depot classes to get her high-school diploma and then continued in the college. She expects this June to get two two-year degrees. Along the way, she even made the honor roll. "I was real proud. They (her family) said I couldn't make it."

In this community where women have been the driving force, Ms. Compton notes with surprise that the literacy program is now attracting men. "They make up over half the students and range in age from 30 to 70. Their goals are better jobs; wanting to read newspapers and maps; learning to fill out forms, write checks, and read the Bible. Three of the men are coal miners who realize that the more mechanized mines require more reading and writing and also that many miners today need to find other types of work. One student is a foreman in the mines. He's 54 years old and has finished the 5th grade but could hardly read or write when he first came to class. He's made rapid progress and is almost ready for GED classes."

Aided by the problem-solving skills honed in the various classes, the total program has had a significant impact on the community:

- As a result of economics classes taught at the Depot, a sewing cooperative was formed that presently employs 34 people.
- After the town's sewing factory was destroyed by fire, resulting in the loss of 100 jobs held by women, most of them heads of households, and the loss to the town of the \$16,000 weekly payroll, the women of Dungannon, through their classes in community development, began raising money and planning a new factory to be owned and operated by the town residents. (It will be named Phoenix Industries, for the mythical bird who rose from its ashes.)

- There is no public library in Dungannon, but a start has been made on establishing one in a community-owned trailer.

Most of Dungannon's women depend on meager incomes and food stamps to feed their families. They also need financial aid to afford education. But in the fall of 1984 they discovered that because they received Pell grants—federal Basic Education Opportunity Grants—to help pay for tuition, books, gas, and related costs, the extra income disqualified them or reduced their eligibility for food stamps. They suddenly were faced with a choice between continuing their education or providing basic nutrition for their families. Ms. Compton's family lost \$66 per month in food stamps when she received a Pell grant. Another family where both husband and wife received grants had a drop in food stamps from \$227 a month to \$15.

But the students fought back, eventually testifying before Congress. In April 1985, Representative Rick Boucher of Virginia introduced a bill in the House to remedy the problem, and that is where the matter rests. Meantime, local and national church organizations have responded with an emergency fund totaling about \$12,000. The interim solution is to use these monies as a fund to reimburse storekeepers for DDC vouchers issued in lieu of the lost food stamps.

Teri Vaughn of the Dungannon Education Committee says that: "Today, we in Appalachia are not so naive as to believe that there is one answer to the inequities of income and unemployment in our communities. Yet, education is a major factor in finding the answers. What education offers us is the hope that we can help ourselves...make our own economic progress, our own leaders, our own future for ourselves and our children. We are so determined to follow this course that we are willing to face the question of feeding our children, or education, because we have a hope that if we continue, our children will not have to make such a decision."

New York City's Highbridge

Another CBO example, this one urban, is the Highbridge Community Life Center (HCLC) in New York City's South Bronx. Wedged between Archie's West Indian Restaurant and the Sunrise Beauty Parlor, the Center's appearance differs little from its immediate neighbors and the hodgepodge of stores that line the avenue: mostly bars, bodegas, discount centers, and abandoned buildings. But the resemblance stops at the front door. Inside, there is an array of activities and services that reach out through the devastated streets to address the needs and aspirations of the 25,000 residents of Highbridge—mostly Hispanic and Black, but including elderly European immigrants, mostly women, whose families have moved away. The Center is one of four HCLC sites scattered through the neighborhood for the provision of services, including literacy training.

When HCLC was first organized in 1977, adult education was not on its agenda. There were other urgent needs. The incidence of lead poisoning and malnutrition in children ranks among the highest in the city. There is no public health facility in the immediate area. Families worry about safe buildings to live in, jobs, welfare, crime, their children's schooling, and a host of survival issues. Before HCLC, the area was virtually without services. Sister Ann Lovett, the Dominican teacher and social worker who heads HCLC and was the organizing force behind its formation, found from door-to-door interviews that people went for help to their building superintendent or friendly bartender. Indeed, it was with the help of one bar-

tender that Sister Ann located the \$175-a-month storefront facility that was to become HCLC's second site (the first is located in the nearby chapel of St. Eugene's Church). At first, modest support from the Archdiocese, then the New York Community Trust and Morgan Guaranty Trust, provided enabling funds. Present operations are funded by a variety of public and private sources.

Today, HCLC programs speak to multiple community concerns including lead screening for children and other health problems; job training and family counseling; senior citizen outreach; advocacy and leadership training; a free clothing exchange; summer camps for children; and afterschool-homework assistance and remedial reading for youth. It was the youth program, in fact, that five years after the Center's inception, led to the adult basic skills program—developed in response to the expressed desire of adults themselves. When it was found that their greatest need was at the lower end of the basic skills spectrum, classes were organized around broad levels of ability, from zero literacy to GED preparation and English as a Second Language. The fledgling program, operated at first on a volunteer basis, has grown into a full-scale scheme with nearly 2,000 men and women presently enrolled in five-hour classes that meet twice a week, day and night. It is staffed by seven professional teachers and three volunteers. Operating funds, grown to about \$65,000 for each of the past two years, come from the New York State Department of Education and New York City's Municipal Assistance Corporation.

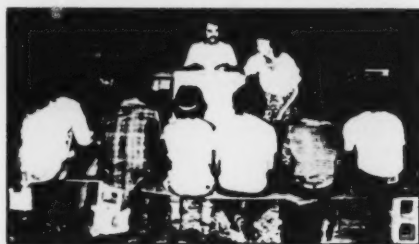
An essential ingredient of the Highbridge Center is that all elements of the community pull together. There is a communality of enterprise. Fifty percent of the board members and most of the staff live in Highbridge. Indeed, the staff is comprised mostly of program participants who learned their skills at the Center before moving into their jobs. When the dilapidated store and the rundown church chapel needed rehabilitation to make them usable, the nearby Wilson Publishing Corporation sent a crew to install bathrooms, windows, wiring, and partitions. When painting was needed, seven young men from a drug abuse program volunteered to do it. (Six stayed on to work for their GEDs.) The chairman of HCLC's board, who owns a local commercial laundry, lends trucks and drivers to collect furniture for families in need. The local firemen do the moving (and if there is a plumbing crisis at the Center, are on the ready). The drugstore, a neighborhood hub, is owned by a pharmacist who began work there as a stock boy at age 15. Now a board member and advisor to the Center's health activities, he also employs students from the Center's literacy program.

The closeness between service provider and receiver, and concern with the life needs of individuals, creates fertile ground for learning by the functionally non-literate adult. Highbridge students reportedly gain an average of 1.2 years in reading and 1.5 years in math after 100 hours of instruction.

In Sum: Key Features of CBO's

Highbridge and Dungannon are just two models of the great variety of CBO's in operation. Just how many there are nationally is not known because they are so highly localized. They rarely have links to national associations or other programs. The best estimate, from the Association for Community Based Education (which serves as a national voice for such groups), is that, conservatively, there are between 5,000 and 7,000. Their key characteristics can be summed up as follows:

- They are all of the community, know community needs, and can relate to community residents.
- Their instructional settings are non-institutional and non-threatening—located in housing-project lounges, private homes, mobile trailers, the open air. The Migrant and Seasonal Farm Workers Association, for example—now called the Telamon Corporation (after the Greek word for an architectural column of support)—conducts ESL and literacy classes in the migrant camps of Georgia and North Carolina. Open-air classes conducted at night, after a day's work in the fields, use buckets and stumps for seats and automobile headlights for light.
- Respect for learners is valued more than teachers' academic credentials.
- Some programs are staffed exclusively by volunteers, but in most paid staff work as "facilitators."
- The curriculum is based on what the participants themselves deem to be important to their own lives rather than on a standard course of study based on externally-imposed criteria and values.
- The instructional style is highly participatory, with little one-to-one tutoring. Learning is usually a peer-group process involving discussion of issues, debates, creation of stories, and self-generated materials.
- Essential support services are provided for learners—day care, transportation, help in obtaining food.



Telamon Migrant Workers Class

Shoestring Budgets

Most CBO's operate on budgets that range between \$15,000 and \$200,000 per year, usually at the lower end. The financial constraints they work under would be daunting to any conventional enterprise. Many don't survive and if they do, it is usually because of their tremendous commitment, volunteer labor, and hope.

The Barrio Education Project, a distinguished CBO known nationally for its creative and effective work in the impoverished Chicano community of San Antonio, Texas, simply folded up after 10 years. "We just got tired," says Carolina Rodriguez, its former executive director. The \$75,000 in annual operating funds rarely left enough to cover her salary. "Thank God my husband worked and was very supportive." The Dungannon program began with \$11,000 from church contributions in 1979 and has never had more than \$25,000 in operating funds in any year since.

Individually, CBO's may reach only small numbers of adult illiterates, but by ACBE estimates they are collectively providing basic skills instruction to 600-700,000 persons a year. Despite their known success in reaching persons at the lowest functional level, however, they receive the least funding from public and private funding sources. In most states, they are virtually closed out of the \$200-300 million per year jointly provided for adult basic skills by federal and state/local matching funds under the Adult Educa-

tion Act. The federal intent, explicitly stated in the 1978 Amendments to the Act, was and is to broaden the delivery of services to reach the least educated and most needy. But decision-making as to which providers are to be funded is lodged in the states and administered through state education departments. Despite the language of the law, most states continue to do the familiar: to select providers they know such as the public schools and community colleges. In five states—Nebraska, Georgia, Tennessee, Texas, and Illinois—CBO's are explicitly prohibited from getting state funds.

In Illinois, however, in an important new development, an entirely separate \$2 million state literacy fund was recently established under the aegis of the Secretary of State, bypassing state education monies and for the first time inviting any Illinois agency working in the field of adult literacy to compete for funds. As a result, several CBO programs are now getting needed funding.

Some argue that there are valid reasons for excluding CBO's from state funding. CBO's, they say, may go out of business next year whereas the board of education is certain to be there. Moreover, for every student served through boards of education, further state funds are generated. "But," says Chris Zachariadis, executive director of ACBE, "the job of state education directors is to find out who is doing the job best and who is serving the target groups of congressional intent. Appropriations which are clearly ineffective keep getting routine funding and CBO's have to struggle for crumbs."

There are a handful of states—New York, California, Indiana, Ohio, and now Illinois—that do aim to have a truly pluralistic delivery system. New York apparently funds more CBO's than any other state in the nation. It is one of the few places in the country where the state and a large city (New York City) have joined together to fund a variety of programs open to CBO's. Funds are channeled to the CBO's through the City's Community Development Agency, which also monitors and provides them with technical assistance. At present, CBO's and community colleges are getting about two-thirds of available ABE funds.

Private funding sources are no less problematic. CBO's are unfamiliar to many donors—and those who do know about them often do not clearly understand them. "It's easier for a donor to give money to a community college or a well-known voluntary program," says Zachariadis. "When CBO's talk about unemployment, and poverty, and housing, and literacy, donors get confused. They say, 'we want to deal with literacy, not housing.'"

But beyond lack of understanding there is often misunderstanding—and a natural tension between CBO's and their donors. On the one hand, CBO's, feeling misunderstood and bypassed, tend to shy away from mainstream funding sources on which they are in fact dependent. On the other, donors that help or want to help often are suspicious of CBO's because they operate in nontraditional ways or are hard to explain. "We've got to persuade them," says Zachariadis, "to trust the outcomes and be less concerned about the process for getting there."

ACBE Leadership

ACBE is the only national body organized to represent CBO's which, by their very nature, are confined to their own communities.

While in some way that quality helps to explain their strength, it also poses problems. Because of their rel-

ative isolation and small size, and because they exist in so many forms, CBO's are hard to pinpoint. Even a donor with a passion to help might be hard put to locate them. By the same token, it is hard to communicate to CBO's developments in the field that are vital to their own interests. At present much of the wisdom that has accrued from CBO literacy efforts is locked within the programs themselves. CBO's have had little opportunity to share their knowledge and experience even with like-minded practitioners. Their approaches are largely undocumented; their successes largely unknown outside their communities.

For these reasons ACBE is in a pivotal role. Now nearly 10 years old, it has 60 formal institutional members serving over 150,000 people in 33 states. Its mission is to serve as a network, an advocate, an information center, and a source of technical support. It performs these functions with a high degree of professionalism and energy in spite of limited resources. One of its most important services is a program of mini-grants which provides seed money to support member activities to improve their management and programs and Special Focus activities (such as economic development for rural women in the south-east). Grants average \$2,000-\$10,000.

Adult literacy has become an ACBE Special Focus activity. In 1983, with funds from B. Dalton Bookseller for a study of CBO literacy programs nationally, ACBE made its first foray into the field. While all CBO's provide education of one kind or another, not all yet provide basic skills programs. So ACBE set out to identify a representative sample of those that do, to probe their unique characteristics, and to identify their needs. A major finding, reinforced by the nation's leading adult literacy experts, is that CBO's are at the cutting edge in program development and in providing basic skills services to adults most in need of them. The question is how to gather and use accumulated CBO knowledge and experience to benefit the entire field: to inform other practitioners, guide policymakers and donors, promote needed legislative reform, and clearly and systematically advance a national agenda.

As the only organization representing such groups, and with its excellent track record, ACBE's role in this effort is crucial. If it can garner the funding support it needs, it is proposing to organize a national program that will develop links to CBO's across the country, provide them with information and other services, promote greater interaction and learning among them, and begin to systematically document their work. A central goal will also be to develop more meaningful data for policymakers, donors, and others in the literacy field.

In the meantime, ACBE is starting to make some small inroads. With a recent \$20,000 grant from the Irvine Foundation, it is working to identify CBO's in California that provide literacy services, and to gather them into a group. And with \$14,000 from B. Dalton Bookseller, it will be awarding 7-10 mini-grants to help strengthen CBO literacy programs in selected B. Dalton markets. In a third project, ACBE is preparing a bibliography of curricula, organizations, and individuals that can serve as community-based literacy resources in its mid-Atlantic region. Similar efforts will follow in other regions as funding is available, generating the first data base of its kind.

It should be noted that ACBE's mini-grant program has achieved handsome results with small investments over the years. It would be an excellent vehicle for donors wishing to make modest grants for CBO literacy work.

CONNECTIONS



The companies and foundations listed below have either adopted adult literacy as a specific area of grant interest or told BCEL they are willing to consider proposals from the literacy field within the guidelines indicated. Geographical limits should be strictly observed where given.

Curtice-Burns/Pro-Fac Foundation

The Foundation has been a regular supporter of Literacy Volunteers of Rochester (NY) for the past few years and can consider modest requests from other Rochester-area adult literacy groups. For applications guidelines, write to Marilyn Helmer, Vice President, Curtice-Burns/Pro-Fac Foundation, PO Box 681, Rochester, NY 14603.

Equitable Life Assurance Society

Equitable will consider proposals from national adult literacy organizations, with a special interest in basic skills for the disadvantaged. For application guidelines, contact Darwin Davis, Vice President for External Affairs, Equitable Life Assurance Society, 787 Seventh Avenue, New York, NY 10019.

Gannett Foundation

In 1985 the Foundation granted \$641,000 to adult literacy programs throughout the country. An additional \$350,000 has been allocated for 1986—for competitive local grants to community-based and voluntary organizations, government agencies, school districts, libraries, and other nonprofit organizations working against adult illiteracy in locations where the Gannett Company has operations. Preference will be given to programs working to recruit more adult learners and volunteers. Applications are available from the chief executive officer of your local Gannett facility to whom your submission should be made (the Foundation will not accept direct submissions). Recommendations will in turn be made to the Foundation (by May 15) by the local CEO. Submissions in any community may total no more than \$10,000. Renewal of 1985 projects will be considered in amounts not to exceed half of the 1985 award. Proposals will be judged on their

likely effectiveness and decisions will be announced in early July.

Morgan Guaranty Trust Company

Morgan Guaranty is willing to consider funding proposals from adult literacy organizations operating in the New York City area. For further information, write to the Department of Community Relations and Public Affairs, Morgan Guaranty Trust Company, 23 Wall Street, New York, NY 10015.

Northern Trust Company

Adult literacy was a focus of giving in 1985 and will be again in 1986. Northern Trust will consider proposals from Chicago-area organizations which either provide adult literacy services or coordinate literacy resources. Grants are usually in the \$1,000 to \$5,000 range. For more information, write to Marjorie Lundy, Second Vice President, Northern Trust Company, 50 S. LaSalle Street, Chicago, IL 60675 or phone (312) 444-3538.

Old Stone Charitable Foundation

Among the Foundation's granting interests are social service, education, and civic improvement projects that aim to improve the quality of life in communities throughout Rhode Island. Adult literacy projects can be considered within these areas of interest. The Foundation also operates a Matching Gift Program in which donations from Old Stone employees to schools and colleges are matched dollar for dollar. For further information, write to Kay Low, Coordinator, Public Service Activities Committee, Old Stone Bank, 180 South Main Street, Providence, RI 02903, or phone (401) 278-2213.

The Pittsburgh Foundation

As an outcome of its 40th anniversary review of giving policies, the Foundation recently identified literacy as an area of special interest. Proposals will be considered from literacy organizations operating in Pittsburgh and in Allegheny County. Preference is given to one-time projects and seed money for new programs rather than support for ongoing operations. For further information, write to Janet Sarbaugh, Program Officer, The Pittsburgh Foundation, 301 Fifth Avenue, Pittsburgh, PA 15222, or phone (412) 391-5122.

Southern Bell

Southern Bell will consider proposals from adult literacy organizations serving the states of North Carolina, South Carolina, Georgia, and Florida. For further information and guidelines, write to John Brooks, Assistant Vice President, Southern Bell, 4434 Southem Bell Center, Atlanta, GA 30375.

CORPORATE LITERACY ACTION

GRAY DRUG FAIR

Almost every community has a library and a drug store and both locales are ideal for calling public attention to adult illiteracy. GRAY DRUG FAIR, a major drug store chain based in Cleveland, recently took a first step in a new literacy campaign by including the Ad Council's general Volunteer Against Illiteracy ad in its April 13 newspaper, reaching about 7 million American households (in OH, FL, VA, MD, D.C., PA, and NY). Follow-up ads will convey to senior citizens and others that by tutoring they too can play a major role in helping to fight illiteracy. Further activities are planned in the near future.

(For more information, contact Maria Downs, Wagner & Baroody, 1100 Seventeenth Street NW, Washington, D.C. 20036 (202) 466-8225.)

CONTINUING EDUCATION INSTITUTE



CEI Class at Blue Cross/Blue Shield

Responding to the need for basic skills training among working adults, the Continuing Education Institute (CEI), a nonprofit organization formed in 1977 in Medford, Massachusetts, operates several educational programs for Boston-area businesses. One of CEI's most successful ventures is its Adult Diploma Program which allows a working adult to earn a standard high school diploma from a private high school in Boston.

Since 1981 nine companies in the Boston area (Blue Cross/Blue Shield, Bank of Boston, Data General, Digital Electronics, Millipore Corporation, and four area hospitals) have contracted with CEI to provide the Diploma Program to their employees. All courses are conducted on company premises after work hours. Once CEI had interested the organizations in offering the program, a meeting was set up with company supervisors for general orientation. The program was then adver-

tised within the companies and interested employees encouraged to sign up. Those who do enroll are assessed in reading, writing, and math by CEI staff and those with at least a 4th-grade reading level are admitted to the program. In addition to meeting requirements in reading, writing, math, history, and science, students are awarded credit for life-learning experiences acquired on a job, raising a family, or through community work.

An important aspect of the program is that the companies give full tuition assistance to the participants. CEI charges \$300 per 10-week course per employee, and a program that extends from basic skills to higher-level diploma work might be spread out over two years and require enrollment in 10-12 course segments, thus costing the companies some \$3,000 per employee. Nevertheless, feedback from the companies involved is enthusi-

astic. The program raises worker morale and productivity and, at the same time, costs less than running in-house programs. A recent survey of 80 percent of the graduates (1982-84) revealed that 86 percent had improved their self confidence on the job, 26 percent had received a promotion, 65 percent had improved their job performance, 48 percent were continuing their education, and 51 percent noted a positive influence on their family lives.

The CEI model, founded and developed by its director Lloyd David, is an approach that could work in other communities around the nation: an educational provider with which companies contract for services they cannot so cheaply or easily provide themselves.

(For more information, contact Lloyd David, Director, Continuing Education Institute, 33 Ship Avenue, Medford, MA 02155 (617) 396-8817.)

WHAT OTHER COMPANIES ARE DOING

Affiliated Food Stores is carrying a literacy awareness and referral message on the shopping bags used in its stores in northeast Texas.

American Cablevision has produced a literacy awareness special on behalf of literacy organizations in the Pittsburgh area. An edited version of the program will be distributed to the Company's national network of more than 200 local cable stations.

American States Insurance Company and **Meridian Mutual Insurance** have printed special brochures for the Indiana Adult Literacy Coalition. Aimed at the state's business community, the brochures explain the impact of illiteracy on the economy and ways that business can help.

A representative of **Baker Sales** is serving as head of the education committee of a newly-chartered Rotary Club in New Orleans. This committee is appealing to local businesses to support Project Mainstream, a local YMCA basic skills program. Inspired by this effort and by a growing interest in literacy by Rotary International, the New Orleans Club is seeking to widen Rotary involvement in Louisiana and Mississippi.

Bantam Books, **Chase Manhattan Bank**, **Copley Press**, the **Culpeper Foundation**, **Dow Jones & Company**, **Equitable Life Assurance Society**, **Gulf + Western Foundation**, **Harper & Row**, **Hearst Corporation**, **Houston Chronicle**, **Macmillan Publishing Company**, **W.W. Norton & Company**, **SFN companies**, the **UPS Foundation**, and **Waldenbooks**, have recently provided funding to the Business Council for Effective Literacy.

The employee contributions committee of **Bolger Publications** has selected the Minnesota Literacy Council as the recipient of its charitable contribution for the first half of 1986.

CIGNA Corporation's Director of Group Communications, Martha Payne, was recently named Volunteer of the Month by Literacy Volunteers of Connecticut. She is the new President of LV-CT. CIGNA in turn made a donation of \$500 to the LV-Greater Hartford affiliate where Ms. Payne serves as a tutor. In Philadelphia, CIGNA also covered the printing and layout costs of an updated directory of that city's literacy resources published by the Mayor's Commission on Literacy. The directory was designed at no cost by **Arthur Andersen and Company**.

Consumer Foods Systems recently made a financial contri-

bution to the Memphis Literacy Council. A training specialist from **Federal Express Corporation** serves on the Council's board.

Contractors Market Center Magazine, distributed to 120,000 building contractors nationally, ran a recent article on illiteracy and its effects on business.

Dalton Foundries offers basic skills instruction to employees in its Warsaw (IN) plant. Working with the Indiana Adult Basic Education Center, the company's education committee tries to tailor the program to the needs and time schedules of each participating employee.

Dana Corporation's Material Supply Division works with the local ABE program to provide both basic and vocational skills instruction to employees at its New Castle (IN) Metal Casting Plant.

The **El Paso Herald-Post** has kicked off a special "Year of the Printed Word" program in which the newspaper together with other community organizations will conduct a series of reading activities in El Paso. Under **Herald-Post** leadership, a Business Consortium for Literacy has been formed. Its initial meeting was hosted by the El Paso Chamber of Commerce in February and at a meeting in March **Procter & Gamble's** Chairman Owen Butler was featured as keynote speaker.

Emery Worldwide has given a grant to Pittsburgh PBS Station WQED in support of its PLUS literacy outreach activities.

Finance America, **Armstrong Marketing Services**, **First National Bank**, **Merchants Bank N.A.**, **The Rodale Press**, **Mack Trucks**, and **Air Products & Chemicals** are represented on the resource development committee of the Allentown (PA) Literacy Council. The **Morning Call** was recently commended by the Pennsylvania Department of Education for the extensive technical assistance it gives the Council.

The **Fort Wayne (IN) Chamber of Commerce** has established a literacy task force to explore the role of adult literacy in the area's economic development efforts.

Hasbro, Inc. runs an ESL program for employees and their families in its Pawtucket (RI) plant.

IBM employees in Indianapolis are serving as volunteer tutors with the Greater Indianapolis City League.

The **Lexington (KY) Herald-Leader** has established a new public affairs program with one goal to establish a literacy program in the state.

ANPA

The ANPA Foundation (American Newspaper Publishers Association) recently announced a three-year national program to make newspapers more aware of the illiteracy problem and help them get more involved in efforts to combat it. The first year's activities, for which \$80,000 has been earmarked, will include slide shows presented to individual newspapers and to state, regional, and national news organizations, workshops on how to create community literacy projects, and distribution of a primer on illiteracy offering suggestions for local activity. Linda Skover has been named Assistant Director of the Foundation and will oversee the program.

(For more information, contact Carolyn Ebel, ANPA Foundation, Box 17407, Dulles Airport, Washington, D.C. 20041 (703) 648-1251.)

A communications staff writer from **Lincoln National Corporation** serves as publicity chairperson for the Fort Wayne (IN) Literacy Council. Representatives from the **News Sentinel**, **WANE-TV** and the **Fort Wayne National Bank** serve on Council committees.

Independence Center, a shopping mall in Kansas City, has donated space for a tutoring site by Project Literacy. **B. Dalton Bookseller**, which has a store in the mall, has provided funds to equip the site, and company employees are managing the site and serving as volunteer tutors. Project Literacy has also received recent financial support from the **Capital Cities Communications Foundation**, **Payless Cashways**, **Tension Envelope**, and other sources, with major ongoing support from the **Kansas City Star Company**.

McDonald's recently agreed to sponsor a "McDonald's Cares" fundraising campaign to benefit the eight LVA affiliates comprising the NYS Capitol District Coalition. Tickets worth \$1.00 towards a meal at McDonald's will be sold by each affiliate with 40¢ going to the affiliate for each ticket sold.

Pizza Hut has completed the first phase of its Book It! program. In this national effort, the company's franchisees collaborate with local primary schools to encourage good student reading habits. As students achieve personal reading goals worked out with their teachers, they are awarded gift certificates entitling them to free pizzas at the restaurant. So far, 7 million students have taken part and the program aims to involve two-thirds of the nation's 24 million primary school students.

In September 1985, as part of International Literacy Day, **Publix Supermarkets** enclosed awareness flyers in its shopping bags on behalf of the Adult Literacy League of Orlando (FL).

The **Sealy Mattress Company** operates an ESL program in its DeKalb (IL) facility. In 1985, 12 of 15 Mexican-American employees graduated from the program, which aims to improve employee communications skills and understanding of company procedures. Participants paid \$20 a week for a four-week course and were reimbursed if they completed it with a B average or better. Sealy reports that since the program began not only have communications improved but plant productivity has increased, with an estimated \$50,000 reduction in labor costs.

The **U.S. Steel Job Search Assistance Center** provides on-site basic skills and high-school-equivalency classes in its Gary (IN) facility in collaboration with the Gary Public Schools.

The editor of **The Weakley County (TN) Press** serves on the board of the Weakley County Literacy Council.

A literate America is a good investment.

To find out about
literacy programs in your
area that need help...

Call the Coalition
for Literacy at toll-free
1-800-228-8813.

You can also help by
printing the 800 number
in your house newsletters
or posting it on employee
bulletin boards.

AVAILABLE FROM BCEL

• BCEL's *State Directory of Key Literacy Contacts* will be updated this month. Copies are \$5 each prepaid.

• *TURNING ILLITERACY AROUND: An Agenda For National Action* consists of two BCEL monographs which assess the resource needs of the adult literacy field and present recommendations for public and private-sector action. The set is \$10. Please send **prepayment** check to BCEL with your written order.

• *PIONEERS & NEW FRONTIERS* assesses the role, potential, and limits of volunteers in combating adult illiteracy. Copies are \$4.50 each and should be prepaid with your written order.

• *Functional Illiteracy Hurts Business* is a leaflet for local literacy programs to use in their fundraising efforts. It gives specific suggestions to business on how to help support adult basic skills programs. A modest supply can be provided at no cost but due to heavy demand there is a small cost for large orders.

• Back issues of the *BCEL Newsletter* are available at no cost for up to 24 copies and at 25¢ each plus postage thereafter.

NOTES ON ORDERING: As a small organization BCEL does not maintain a billing system. Thus, where a charge is involved a pre-payment check must accompany your order. BCEL is nonprofit and tax-exempt; sales tax need not be added.

The Business Council for Effective Literacy is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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Sec. & Admin. Asst.

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

It was just two years ago that the Business Council for Effective Literacy was launched. We knew how grave a problem functional illiteracy was for our country. And we were convinced that American business had to have a major role in dealing with it, for business has a major stake in its solution. We began searching for the best approaches by which a small organization such as BCEL might provide really meaningful impact in focusing business involvement.

While we are still developing our programs, we are heartened by the progress we have made over these two years. One of our major efforts has been the publication of this newsletter, with a circulation of some 11,000 copies going to business leaders throughout the country and to professionals actively leading or working for literacy. We have also issued, and will continue to issue, separate pamphlets and monographs dealing with specific aspects of the illiteracy problem. The strong response to the newsletter and the other publications has been exceptionally gratifying.

Members of our relatively small staff have visited about half of the states to work with business and educational leaders in establishing or strengthening literacy efforts. We are working also with national industry groups. Two meetings have been held with a consortium of the eight leading trade associations in the print-related industries, and a similar meeting with broadcast companies is scheduled for January 22. It has been exciting to see the increased attention being given to literacy by these influential media.

We have in addition worked with and prepared material for the Department of Education, the Office of Technology Assessment of Congress, the Education Committees of the House and Senate, and other such groups.

It is hard to measure or even estimate what has been achieved. One thing is certain: business has awakened as never before to the magnitude and urgency of the illiteracy problem, and hundreds of companies and indi-

viduals are contributing through in-house programs, employee participation in volunteer efforts, financial and in-kind support of literacy projects, and by speaking out as local, state, and national leaders.

What of 1986? We hope and expect to keep right on with more of what we have been doing, and to broaden even further the distribution of our newsletter. Publications are planned on the use of computers, video cassettes, and other products of new technology in literacy training. We would like to see industry programs expanded beyond those in the media and more businesses among banking, insurance, utilities, department stores, and retail and fast-food chains included. We want also to spend additional time with individual companies to be of service where we can with their plans for literacy.

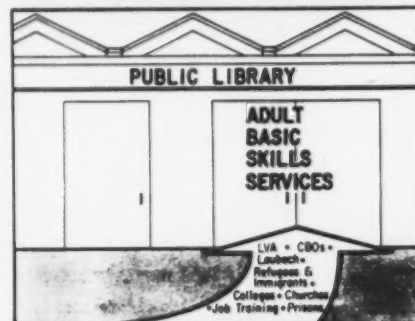
All of this will require stable funding. Our prime effort is always to encourage business support of the programs of such organizations as LVA, Laubach, and the great number of community-based organizations. But we will also be seeking modest annual contributions to BCEL, which we hope will come from a large number of corporations.

We feel greatly encouraged as we look back over the last two years. But the attack on so great a problem has only just begun. Progress toward its solution will require unwearied and long-continued effort from us all.

One significant new development deserves special mention here. A major cooperative venture between PBS and ABC was publicly unveiled in a national press conference on December 10. Called Project Literacy U.S., the effort will consist of a variety of national network broadcasts and community activities, beginning immediately with an outreach phase to draw in local station affiliates as partners at the community level. In late 1986, ABC and PBS documentaries will be aired, along with public service announcements and other new programming—all to increase awareness and help link potential tutors and students with programs at the local level.

Finally, libraries are already providing important leadership and services in the field and their role is expanding. This issue of our newsletter presents a feature article on their potential as a central resource for literacy in communities throughout the country.

LIBRARIES & LITERACY



Public libraries have a distinct and potentially powerful role to play in the nation's struggle against adult illiteracy. There are 15,000 of them threaded throughout the American landscape. In most places, they are as familiar as the church, the school, or the local bank. They are so familiar that we tend to take them for granted, forgetting that with their purpose of providing free and open access to knowledge for all persons, they are one of the most remarkable and fundamental public services in the nation.

They are all the more remarkable in that they are not required by law. Yet few communities are without library service. Most citizens, in fact, vote to tax themselves to support their libraries and strong support surfaces to defend them when their existence is threatened. (Approximately 79 percent of public library financing comes from local property taxes.) A 1978 Gallup poll of library usage found that more than half of all Americans over the age of 18 are library users, or at least visit their public library during the course of a year.

Paradoxically, for reasons both philosophical and practical, public libraries are uniquely positioned to assist the 72 million Americans who, by virtue of being illiterate or marginally literate, are not ordinarily library users.

A formal link between libraries and literacy can be traced back to the 1920's when the American Library Association (ALA), with some 40,000 member libraries and librarians, established its Commission on

(cont'd. on p. 4)

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NEWS IN BRIEF

Secretary's Adult Literacy Initiative

Karl Haigler, former teacher and educational administrator, has been appointed Director of the Adult Literacy Initiative. According to Haigler, the Initiative will:

- Continue its efforts to coordinate and expand federal activities for literacy within and outside the Department of Education.
- Maintain a focus on coalition building and participate in state and regional meetings.
- Work to strengthen relations with adult basic skills programs throughout the country.
- Explore ways that the media and new technologies can be used for literacy.
- Develop a new program to help bring about greater business involvement in literacy.

Among the Initiative's recent accomplishments are: a third round of grants (totaling \$750,000) to enable students at 65 colleges and universities to work as tutors under the College Work Study program; joint sponsorship with the Department of Health and Human Services of a Head Start Project in which parents tutor other parents needing basic skills help; implementation of the FELT program in which 1,500 employee volunteer tutors have already been recruited from federal agencies across the country; and the launching of LITLINE (formerly called LIT-NET), a national computer literacy information system.

Federal Spending for Literacy

The Office of Intergovernmental Affairs of the Department of Education recently contracted with the Washington Consulting Firm for a project to identify all current sources and levels of federal funding for adult basic skills. The Firm was selected for this job because it has worked extensively in the past with various governmental agencies and is experienced in interpreting federal data. The study will focus primarily on agencies based in the Washington, D.C. area. A first draft of the report should be ready in April.

Exemplary ABE Programs Recognized

Last year for the first time the U.S. Department of Education gave a Secretary's Recognition Award to the outstanding adult basic education program in each of the Department's ten regions of the country. In the spring each state was invited to nominate two programs to be considered for these awards.

Regional offices then organized teams of specialists to visit the recommended programs and select three exemplary projects from each region. The thirty finalists were submitted to the Division of Vocational and Adult Education and the winners chosen by a panel of non-federal reviewers including Paul Jurmo of BCEL. The ten winners were: Nashua Adult Learning Center (NH); Fair Lawn Community School (NJ); Fairfax County Public Schools (VA); Caldwell Community College and Technical Institute (NC); Springfield School District #186 (IL); New Mexico State University (NM); Alliance City School (NE); Billings Public Schools (MT); Rio Salado Community College (AZ); and Islands Community College (AK).

New Projects for Older Americans

The Administration on Aging recently awarded 20 grants totaling \$870,552 to state agencies on aging to promote literacy among the elderly. Average grant size was about \$43,500 and the funded projects received an additional \$759,704 in non-federal matching funds. Many of the grantees are working to increase access to available literacy programs by developing ties to groups such as schools, CBOs, agencies on aging, volunteer literacy organizations, and educational and human service agencies. The Rhode Island Department of Elderly Affairs, for example, will develop daytime adult learning programs in housing projects and community centers. Others will focus specifically on developing community leaders. The project of the New Jersey Division on Aging will use media and marketing specialists to motivate older adults to participate in literacy programs. And the Older Americans Commission will use computerized instruction for literacy training of the elderly. For further information about the awardees contact James D. Steen, AOA, Department of Health and Human Services, Washington, D.C. 20201 (202) 245-0995.

Building Bodies and Minds

Health and learning go hand in hand in Charleston, West Virginia. The West Virginia Dialysis Facilities, Inc. and the Charleston Renal Group offer basic skills classes to 45 patients at their kidney dialysis facility. These patients must visit the institution for hours at a time on a regular basis and they are using their time to learn basic skills while undergoing treatment. Adult education staff from the Kanawha County schools conduct classes and focus on issues of self-worth, health, consumer economics, and government. For more information contact

Linda Amonette, Coordinator, Adult Basic Education Program, 422 Dickenson Street, Charleston, WV 25301 (304) 348-6626.

Union Program Launched in NYC

Teamster Union Local 237 has received \$1.5 million for an adult basic skills program known as the Consortium for Worker Literacy Program. Classes began last fall and are available at no charge to members of Local 237 as well as to some 300,000 members of six other area unions and their spouses and adult dependents. Former Board of Education Chancellor Anthony Alvarado has been named Director of the Consortium. Alvarado is responsible for developing the curriculum, hiring teachers, and putting the education program together. When in full operation, some 165 classes will be held at 28 locations throughout New York City and Long Island—in community centers, housing projects, schools, and worksite classrooms. Funding for the program came from three sources. The New York City Board of Education donated teaching services valued at \$1.1 million. The State Department of Education granted \$352,000 for administrative costs. And the Municipal Assistance Corporation contributed \$100,000 for staff development. For further information contact Francine Boren, Assistant Coordinator, Consortium for Worker Literacy Program, 216 West 14th Street, New York, NY 10011 (212) 924-2000.

The Even Start Act

Senators John Chafee (R-RI), Lawton Chiles (D-FL), and Charles Mathias (R-MD) have introduced legislation (S.1723) aimed at young parents. The "Even Start Act" would encourage parents with children between the ages of 2 and 8 to improve their basic skills and in the process become better equipped to support the learning of their own children. Most experts in the field view the intergenerational transfer of illiteracy as a major target of efforts to overcome the problem. The bill has been referred to the Senate Labor and Human Resources Committee.

In The States

• **Arizona's** Governor Bruce Babbitt and Superintendent of Public Instruction Carolyn Warner have announced the formation of a Joint Task Force on Literacy. The Task Force will be looking at models in other states and identifying literacy programs and possible private-sector resources in the state, for incorporation into an overall state plan for literacy. It will focus not only on strengthening

basic skills programs for adults, but also on dropout prevention efforts and employment-skills training. A special appeal will be aimed at the state's tourism industry, which hires large numbers of service workers.

- **Arkansas'** literacy services are coordinated through the Participating Council on Adult Education. Operating within the Vocational & Technical Education Division of the State Department of Education, the Council is seeing a growth in demand for basic skills services and vocational training in the state.

- The **Florida** Literacy Coalition has produced a directory of 136 literacy programs in 65 of the state's 67 counties. A small staff has been put together to coordinate information and referral services, and plans are underway for developing a talent bank, a toll-free hotline, a quarterly newsletter, and an annual statewide literacy conference. The Coalition hopes to inform state leaders about the economic effects of illiteracy. And special emphasis is being placed on getting the business sector involved as a funding and planning partner.

- **Maryland's** State Department of Education recently hosted a meeting of literacy providers from across the state. A steering committee has been formed to develop guidelines for the creation of a state coalition. Carroll County's literacy services are being coordinated by a new coalition, Literacy Providers of Carroll County, whose membership includes representatives of the local library, community college, board of education, various social service agencies, and other provider groups.

- The **Massachusetts** Budget Bureau is currently preparing a plan for a statewide initiative on employment, in which adult literacy will be a key element. **Boston's** Adult Literacy Initiative has for three years linked community-level literacy programs to a larger city-wide job-training and opportunity effort conducted by the Private Industry Council and other economic and social development agencies.

- The **Rhode Island** Literacy Council is publishing a directory of literacy programs in the state. Printing costs will be covered by Fleet National Bank, a member of the Council.

- **Virginia's** Adult Education Service is developing a plan to increase private-sector awareness of adult illiteracy in that state, encourage partnerships between businesses and local literacy programs, and urge the establishment of more company-sponsored employee basic skills programs.

AETP: DENVER

1985 Graduating Class



The Adult Education Tutorial Program in Denver (AETP) was founded in 1964 by Sister Cecilia Linenbrink, a Franciscan nun with a vision of helping disadvantaged men and women learn to read, write, and handle basic math. It began with 40 students and 16 volunteer tutors working out of one church basement. By 1984-85, 1,700 adults were enrolled and receiving instruction from a corps of 300 volunteer tutors supervised by a small paid professional staff. Some 22,000 people have been helped over the years by AETP.

Classes are offered in four areas: literacy (basic reading, writing, and math from 0 to 6th grade), preparation for the high-school-equivalency diploma, English as a second language, and job preparation and clerical training including a job placement service.

From the beginning AETP has taken a nontraditional approach. It takes its classes to those people who may be so isolated that they cannot seek help on their own. In 1969, for example, AETP purchased a mobile classroom which was driven by a teacher into areas where help was needed. Now AETP has six

centers located in just such neighborhoods and a program in the Denver county jail. Flexible scheduling and open enrollment are emphasized. Students can attend morning or evening classes from one to four days a week and there is no waiting period once enrolled. Using a socio-psycholinguistic whole language approach to reading, tutors work one-to-one or on a small group basis. Five of AETP's centers also offer child care services which expose children to books and other learning activities.

AETP takes an active community involvement and has established links with several public and private groups in the area, including IBM. Sister Linenbrink is presently seeking funds to further develop two new initiatives: The Family Literacy Program in which volunteers will visit homes with kits containing books, magazines, and newspapers for all family readers, and a program of Literacy Franchises to replicate the AETP model elsewhere.

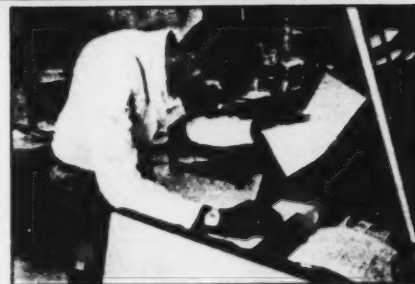
(For further information contact Sr. Cecilia Linenbrink, AETP 1615 Ogden Street, Denver, CO 80218 (303) 831-9556.)

WILDCATS AND WELFARE

The oldest and largest supported-work program in the country, Wildcat Services Corporation in New York City strives to break the cycle of welfare dependency by helping the hard-to-employ gain entry into the regular work force while pursuing related programs of study. Former drug addicts, ex-offenders, high school dropouts, and parents on welfare have all found new meaning and discipline in their lives as they work and study seven hours a day Monday through Friday. Since it began in 1972, Wildcat has achieved a 65 percent success rate with over 20,000 people going on to hold permanent nonsubsidized jobs.

At present, more than 35 states are trying out some form of welfare work program, but Wildcat is unique because it is completely voluntary and the jobs are geared to participants' special needs and interests.

Welfare monies are diverted to Wildcat which then puts the participants on their payroll. Starting at minimum wage, participants are placed as trainees in such jobs as office, maintenance, and construction workers, and as security guards, home attendants, and library aides. Depending on the educational level of each individual, up to two days a week may actually be spent in basic skills instruction, job skills training, and high-school-equivalency preparation at Wildcat's educational center.



Wildcat Employee On The Job At Human Resources Admin.

Wildcat contracts with some 125 employers throughout New York City including the Police Department, the City Youth Bureau, and the Human Resources Administration, as well as with such private employers as Chemical Bank, the Lutheran Medical Center, and the Fashion Institute of Technology. These organizations are billed for hours worked by Wildcat employees. They have the benefit of full-time employees who can be assessed and trained over a period of time. Although there is no obligation to hire the trainees permanently, private employers who do so receive a \$4,500 federal tax credit for each employee kept (under the Targeted Jobs Credit Program).

(For more information contact Morris Silver, Vice President, Wildcat Service Corp., 161 Hudson Street, New York, NY 10013 (212) 219-9700.)

LIBRARIES & LITERACY

(cont'd. from p.1)

Library and Adult Education. This action was based on the proposition that education is a lifelong process that does not stop after the completion of formal schooling—and that libraries constitute an alternative education system.

Reaching Out

In the mid-60's and early 70's, this proposition assumed a new force. Traditionally, clients of public libraries were drawn from the educated public, and chiefly from the white middle class. But stimulated by the climate of the Great Society and the new wave of social programs, libraries began to study their communities to identify groups in need of special services: the illiterate, the unemployed, the elderly, the handicapped, and immigrants and refugees isolated by language and cultural differences. Increased sensitivity to these potential patrons led to a focus on moving out beyond library walls to find and serve them. Like other educational and social agencies, libraries came to view these groups not as the unreachable but the unreached.

This soon led to the establishment of store-front libraries, mobile vans, learning and reading centers, and extension services to correctional and other institutions, as well as other innovative trends in library service. Some residents of Brooklyn, for example, recall the Three B's Program of the Brooklyn Public Library, which deposited non-returnable paperbacks in bars, beauty parlors, and barber shops to familiarize and lure the customers to their own doors.

To ensure that such activities would continue, and that librarians themselves would have access to the continuing education and technical assistance they would need to do effective outreach work, in 1973 the ALA set up an Office for Library Outreach Services.

ALA Leadership

Notable developments under the aegis of that Office have moved public libraries into their present position of leadership in the national literacy movement. In 1977 the ALA published *Literacy and the Nation's Libraries*, a guidebook designed to stimulate and help librarians set up literacy programs. As Robert Wedgeworth, ALA's former executive director notes, "The publication of the manual demonstrated that eradicating illiteracy had become a top priority of the ALA—and remains so, as evidenced by its further activities."

Between 1979 and 1981, an ALA project trained nearly 1,000 librarians in techniques for conducting literacy programs.

In addition, realizing that its own resources, and those of individual literacy groups, were not sufficient for the task, it set about to organize the Coalition for Literacy, in which it became an active member. The Coalition is a group of 11 national organizations, each with a distinct role in the delivery of literacy information and services, and this was the first time that the major groups concerned with illiteracy had joined forces to tackle the problem on a national level.

In January 1985, after three years of planning, the Coalition launched its national, multi-media campaign—in cooperation with the Advertising Council, a national telephone referral service known as CON-

TACT Literacy Center, and a still-growing number of special state referral hotlines. (The campaign is still young, but already CONTACT has had a response rate of about 30,000 telephone inquiries, an estimated 10 percent of all calls being received nationally. Of these, 73 percent have come from potential volunteer tutors and about 18 percent from potential students. As of last October, some \$8 million in space and time had been generated by the ads placed on radio and television and in consumer and business publications.)

Service Delivery

What a single library can do on behalf of literacy training usually depends on its size, staff, location, budget, and whether it is sensitive to and interested in the problem of illiteracy in its community.

California has one of the most highly developed models of service delivery. The state library agency has made literacy a major program goal and since January 1984 has given more than \$5 million from state and Library Services and Construction Act funds to develop literacy activities in individual library systems. As a result, 46 new library literacy programs have already been set up. Numerous other libraries have indicated their desire to initiate similar programs and additional funds are being requested by the state library to enable more to participate.

Most of the existing literacy programs are supervised by an adult literacy services coordinator in the library system. Each of the 46 libraries, depending on the size of the community, has a full- or part-time staff member assigned specifically to literacy. All conduct tutorial services on site or at other community locations. Some of these have a trainer on their own staff to train volunteer tutors, and some contract with Literacy Volunteers of America or Laubach Literacy for tutor training. Typically, in each of these projects, adults seeking help are interviewed, assessed for placement, and either assigned to a tutor or referred outside to a more appropriate ABE, ESL, or other program. Students learn that help is available through active library public relations campaigns.

Some libraries in addition to those presently conducting literacy programs maintain a stock of literacy materials for students and tutors, made possible through special state literacy collection-development grants. A few of the 46 programs also have literacy-related computer and audio-visual materials. As students advance in their reading skills, they are urged to borrow appropriate reading materials as a way to encourage regular library use in the future.

States without major literacy funding for libraries usually are not able to offer the comprehensive services being developed in California, and most do not themselves provide basic skills instruction. Usually they work as networking agents or as catalysts in the community. They function as a link in the chain of organizations that comprise the literacy field, connecting and collaborating with federal ABE programs, voluntary agencies, community colleges, and other community-based groups. They may help local literacy programs recruit tutors and students, provide space for classes, and try to stock appropriate low-level reading materials. They are effective in this supporting and facilitating role because people trust them and see them as a benevolent presence free of politics or vested interest.

One of the key reasons that libraries are so well positioned to play a larger role in literacy programming is that they already are centers for numerous other

community activities. Moreover, they are open evenings and weekends, and offer a friendly environment free of any negative associations with schools or past school failure. For an adult to go to a library is a prestigious act whereas going to an elementary or secondary school for night classes often feels demeaning. Furthermore, for new literates to have acquired the habit of going to a library is desirable in itself because it may lead them to continue reading independently.

However, while the foregoing discussion may seem to suggest a situation of plenty, that is not the case. According to the U.S. Department of Education only half of the 50 states presently have any library literacy programs in operation. CONTACT Literacy Center reports that there are only 467 public libraries countrywide conducting literacy work of one kind or another. So it is clear that the potential of libraries for literacy service is yet to be tapped.

Emerging Patterns

Spurred by the Ad Campaign and funds from the Library Services and Construction Act (LSCA), roughly a dozen states in addition to California have mounted significant statewide library-based literacy activities and coalitions, each state proceeding in its own fashion.

In Oklahoma, for example, the Department of Libraries has launched a program to organize literacy councils in cities across the state, with the goal of making literacy instruction available to 95 percent of the population within 25 miles of their homes. Modest LSCA grants of \$1,300 were made to 27 public libraries this past year to help the local councils organize. Already the number has grown to 48 councils and it is expected to increase. A highly successful awareness campaign, which included a literacy message on grocery bags distributed statewide by Safeway Stores at no charge, generated such interest that numerous groups have contacted the State Library to seek a means of involvement.

Among them are the Farmers Union, the Firefighters Association, the Urban League, the American Association of University Professors, the Newspaper Editors Association, and the Department of Human Services. The latter will pay welfare recipients who can read, to teach others who cannot. The State Library provides the training.



Tutor Trainers, Oklahoma Dept. of Libraries

In Illinois, where the State Librarian is also the Secretary of State—and where the State Library, the State Board of Education, and the Governor's Office of

Voluntary Action work closely on problems of illiteracy—a literacy grant program has been signed into law. Recently, \$2 million in state funds were granted to some 62 local and regional literacy programs. A distinctive feature of the program is that funds were not confined exclusively to libraries but went also to community colleges, voluntary groups, and community-based organizations.

This departs from the usual practice in which agencies stay within their own jurisdiction, with the Department of Education providing money only for schools or the State Library only for libraries. A board composed of representatives from the State Library, the Board of Education, and the community at large reviewed the proposals and recommended those that were funded.

Space precludes further examples, but other states with significant statewide library initiatives include New York, Ohio, Florida, Indiana, Kentucky, Massachusetts, Maryland, North Carolina, South Carolina, and New Jersey.



Opening Of New Learning Center, Brooklyn Public Library

Collaboration

Cooperation between libraries and literacy organizations is clearly a healthy trend that is gathering momentum. In addition to the more conventional forms of cooperation, in Connecticut and New York State the libraries and Literacy Volunteers of America are now working together on proposals to develop state support for library literacy activities. In New York, LVA is also instructing "outreach" librarians assembled in regional and statewide workshops on how to organize and conduct tutorial programs.

One of the top priorities in efforts to expand adult basic skills services nationally is the development of comprehensive statewide planning bodies. In more than half of the states, such groups have been formed or will be shortly. In all of them libraries are an active partner and, in some cases, library leaders were directly responsible for their creation.

Again, Illinois is an excellent new example. The Illinois Literacy Council, which the State Librarian initiated, has in little more than a year made tremendous strides in addition to its recent grants. It has gathered extensive information on the illiteracy problem in the state and identified specific ways to address it. It has undertaken activities to generate public awareness, and started to coordinate all literacy services in the state including those of libraries. It also has set up a literacy hotline to link volunteers and students with programs. And the State Library recently put out the *Illinois literacy effort*, a comprehensive report on its activities, its resources, and its detailed plans for moving ahead on several fronts.

(The publication is available by contacting Joan Seamon, Literacy Program Coordinator, State Library, 288 Centennial, Springfield, Illinois 62756, or phone (217) 785-1535.)

Prevention

More attention is gradually being given to programs that seek to break the cycle of illiteracy that passes from non-literate parents to children. One example, Collaborations For Literacy, is an intergenerational project involving Boston University, Literacy Volunteers of Massachusetts, the Boston Public School, the Boston Public Library, and the State Board of Library Commissioners. College Work-Study students are trained and paid to teach functional illiterates how to read. The curriculum is based on the PBS Reading Rainbow videotape and accompanying book series. Once an adult masters a book, he or she must in turn read it to a child, grandchild, or neighbor's child in the library where the tutoring takes place. The child is thereby provided with both an adult role model and a positive image of the library. The program is being adapted for use in South Carolina and Texas.

Reading Collections

The importance of having appropriate reading materials for adult illiterates cannot be stressed strongly enough. While a few libraries have good collections and some are beginning to develop them, most do not and most have not made the budget allocations that would be needed to do so. Yet, for the low-literate adult, the right reading matter can make the difference between success or failure. Because there is a shortage of relevant and interesting easy-to-read literature for these people, they often are subjected to material designed for children. To them, Dick and Jane stories are embarrassing, boring, and ultimately defeating. Indeed, the adult who has acquired new reading skills often fails to maintain them and reverts back to illiteracy because proper reading material is not available.

Among the bright spots in this area are the collections of the Free Library of Philadelphia, the Spokane Public Library in Washington, and the Enoch Pratt Free Library in Baltimore. A notable aspect of the Philadelphia program is its annual budget to provide appropriate non-returnable paperbacks to education and social service agencies across the country that work with illiterates. The Spokane library reports that its collection of high-interest, low-level reading materials has always circulated at a rate surpassed only by current best sellers.

Newer programs include "Books By Mail" in Connecticut, which uses an annotated mail order catalog prepared and distributed in cooperation with Literacy Volunteers to make good materials available to students and teachers regardless of where they live in the state. Another program, Project:LEARN in Cleveland, has produced a bibliography for Ohio librarians, "Books for New Adult Readers." Most of the titles are at fifth-grade level or below. A key feature is that the books listed were evaluated by a panel of experts including adult new readers themselves.

Computers

Computers and other technologies are attracting a growing interest in literacy circles because they provide a tool for reducing the labor-intensive nature of group and one-to-one instruction, and students like and learn effectively with them. In a few public libraries (Jacksonville, New York City, and Milwaukee

are good examples), computers are already in use to supplement the traditional teaching patterns. In one promising new development, a pioneering computer-assisted reading approach developed for the U.S. Navy's low-reading recruits is being tested for civilian use at the Mary H. Weir Library in Weirton, West Virginia and at the Enoch Pratt Free Library—under the sponsorship of the National Commission on Libraries and Information Science.

Dual Literacy

A large percentage of the annual increase in persons who cannot read or write competently is comprised of immigrants and refugees from non-English language backgrounds (more than 1.2 million a year). Many, three-fourths of whom are of Latin American or Asian origin, are not literate in their native language. Some libraries are trying to serve these groups in programs that teach English and link them with other community resource agencies. As the non-English-speaking population continues to grow, more libraries will confront the need to serve them.

Looking Ahead

A top priority of the ALA is to continue its efforts to make the entire country aware of the adult illiteracy problem. "Like drunk driving, child abuse, or other social problems, literacy is beginning to seep into the social consciousness of the country," says Jean Coleman, who heads the ALA's Office of Library Outreach Services. "We must build on that."

Another item on the ALA agenda is to strengthen the support for adult basic education within the federal government. While prevention strategies may work for in-school students, there must be a different approach with those for whom the schools didn't work, or who have left the system and fallen through the cracks. To that end, legislative remedies will be sought by the ALA to strengthen the federal ABE program and expand its eligibility requirements.

Still another focus of ALA concern will be librarians themselves. Some librarians are confused about their role. For some, professional self-image and notions about the proper function of libraries are at odds with fellow librarians seeking a more aggressive role in helping unskilled adult readers. Some are resistant because their budgets are inadequate to support new work, and in the competition for funds literacy activities are thought to be a low priority. These problems of role, attitude, and funding will have to be overcome if libraries are to fully develop their potential in the fight against illiteracy.

Thus, strong and continued leadership from the ALA, as well as from the chief state library agencies in every state, will be essential. In this effort, concerned citizens who are influential policymakers in their own communities can be powerful allies. As trustees of their local libraries or Friends of the Library, these persons are strategically placed to capture the library board's attention and to urge board members to provide leadership.

Finally, library literacy efforts should be significantly aided by the new Title VI of the Library Services and Construction Act which passed Congress in October, 1984. For fiscal 1986, \$5 million has been appropriated, with presidential approval expected, for grants of up to \$25,000 to local and state libraries for literacy projects. The funds will be used to promote and coordinate volunteer services, purchase materials, and cover the cost involved in using library facilities.

CORPORATE LITERACY ACTION

POLAROID CORPORATION

Dr. Edwin Land, founder of the Polaroid Corporation, once said that "the function of industry is not just the making of goods; the function of industry is the development of people." These sentiments are the guiding principles behind Polaroid's extensive, long-standing commitment to its Corporate Education Programs, its policy of open job posting, and its efforts to help employees move up through the ranks.

Polaroid's Fundamental Skills Program, which began in 1961, is the oldest in-house basic skills program in the country. Its roots date back to the 1950's when Dr. Land built his first manufacturing facility in a suburb of Boston and recognized the need to provide the new employees with educational assistance. At that time, however, federal and state ABE programs did not yet exist, and colleges and schools were not interested in providing basic training for hourly employees. So Polaroid decided to develop its own in-house program from scratch.

Throughout the 60's Polaroid's programs focused primarily on high school math and chemistry. In the late 60's and early 70's, GED, ABE, and ESL programs were added to the roster of educational activities. Linda Stoker, a professional educator and basic skills specialist, was hired to develop the programs. After surveying 500 companies and outside educational organizations and finding little to draw on immediately, Polaroid once again decided to conduct these programs in-house and proceeded to develop a full set of diagnostic and assessment tools as well as the needed curriculum. Like many companies, Polaroid offers 100 percent tuition reimbursement for courses taken at the college level, but unlike most, which focus their internal training on management education, at least 50 percent of Polaroid's programs are focused on the needs of hourly employees.

The Fundamental Skills Program offers a variety of services and special programs in reading, writing, math, and problem solving. Reading is taught at three levels. All classes are voluntary and are usually on a combination of both company and employee time. According to Stoker, basic skills are tied to the jobs people do, "focusing priority

on what skills criteria they will need to improve their job performance and prepare for job growth." Over the years, Polaroid has validated a wide range of teaching and testing materials and established basic skills criteria for all hourly jobs. Educational counselors work confidentially with individual employees diagnosing and helping them plan their educational needs and referring them to appropriate programs both in the company and the community.

Stoker has the following comments for other companies considering similar programs:

- Big corporations are better able to operate their own in-house programs than medium-sized or small businesses; though for many, perhaps most, it will make better sense to contract with an outside organization for the desired services.
- The best employee programs link basic skills to larger training goals in the company, evaluating the specific skills that employees need.
- Companies wanting to implement in-house programs will need to develop job-related instructional and testing materials, and can profitably consult with other companies that already have a track record.
- Basic skills staff should have a different background from that of regular educational training staff, and particularly a sensitivity to the needs of people they will be teaching and the specific requirements of their jobs.
- Companies must allow for administrative, space, and other costs associated with operating in-house programs.

(For further information contact Linda Stoker, Consultant/Program Manager, Corporate Human Resources Development, Polaroid Corporation, 750 Main Street, 2D, Cambridge, MA 02119 (617) 577-5422.)

TIME, INC.

"Time to Read" is a pilot program which combines the Time, Inc. staff and its magazine and video resources to fight illiteracy. The program, which began in March 1985, already has 169 company volunteers tutoring 210 people at four sites—in New York City, Chicago, Camp Hill (PA), and Charlotte (NC). It is open to those who have attained at least a fourth-grade reading level.

Tutors are trained by Time, Inc. and work with a detailed instruction manual also prepared by the company. The manual is supplemented by new material each month, and contains 50 detailed lesson plans and activi-

ties that have been designed to make possible the use of *Time*, *Life*, *Sports Illustrated*, *People*, and other company magazines as the basic reading material. The tutors have access to a toll-free hotline and a newsletter to help them exchange information and solve problems.

Each of the four programs is conducted in collaboration with local sponsors who select and evaluate the students:

- In New York City, 50 Time volunteers are working with the Children's Aid Society to help 28 eighth-grade students from JHS 204 in Queens who are bused to the Time-Life Building in Manhattan for tutoring.
- In Chicago, 31 Time retirees collaborate with six public libraries to tutor 46 adults.
- At Camp Hill (PA), 38 volunteers from the Book-of-the-Month Club (a Time subsidiary) help tutor 50 inmates in a state prison.
- In Charlotte (NC), 50 volunteers are working with Central Piedmont Community College to instruct 86 city highway and maintenance workers who need better skills for promotion. In addition, Cablevision of Charlotte broadcasts a half-hour weekly program conducted by a community college professor.

All students get free subscriptions to *Time* and another company magazine of their choice, and the Charlotte participants also get free cable subscriptions.

(For more information contact Toni Fay, Director of Corporate Community Relations, Time, Inc., 1271 Avenue of the Americas, New York, NY 10020 (212) 484-1485.)

WALDMAN GRAPHICS

A printing and typography firm in Pennsauken, New Jersey, Waldman Graphics has developed a simple model to generate voluntary employee contributions to literacy programs. In just two years the company has achieved a high participation rate among its employees to help support the efforts of a local Camden County literacy group, Focus on Literacy.

The first campaign began in July 1984 with a short article in the company's internal newsletter highlighting the problems of illiteracy and stressing its implications for the graphic arts industry as a whole. This was then followed by a personal letter in each employee's paycheck envelope the next week telling those who wanted to contribute that their donations could be made through a small weekly payroll deduction of as little as \$1 a week for whatever period of time they

wished. In less than two weeks, 50 percent of Waldman's nearly 200 employees responded with commitments of close to \$800.

In 1985 a similar campaign was carried out. Enthusiasm had spread and participation rose to 71 percent of Waldman's full-time staff doubling the amount contributed to \$1,600, all of which again was turned over to Focus on Literacy. The total cost of the campaign to the company was less than \$25 a year.

As a result of the fundraising drive and related awareness efforts, employees have been motivated to serve as volunteer tutors, donate books and reading materials, and get involved in other literacy activities.

Executive Vice President William Hohns, who developed the program, believes that this model can be adapted by other companies nationally as a way to generate new funding for the field. As chairman of the emerging literacy program of the Printing Industries of America, Hohns is working to try out this approach in some 40 member organizations and eventually hopes to expand the program to PIA's 12,000 members. Noting that there are 1.6 million people employed in the graphic arts industry, Hohns believes that even a 20 percent participation rate could produce major new funding for adult literacy programs and organizations.

(For further information contact William Hohns, Waldman Graphics, 9100 Pennsauken Highway, Pennsauken, NJ 08110 (609) 662-9111.)

WHAT OTHER COMPANIES ARE DOING

ABC Radio helped advance public awareness by broadcasting an address recently given by Art Colby (Manager, EEO, Pratt & Whitney, and President of LVA) at a business meeting convened by Literacy Volunteers of Connecticut. Network affiliates in other cities broadcast interviews with Kentucky's ABE director Sharon Darling in her role as literacy spokeswoman for *Reader's Digest*.

American Can Company's CEO, William Woodside, testified on the importance of basic skills education at the U.S. Congressional hearings on literacy this past summer.

Better Homes & Gardens ran an article titled "Illiteracy in America: The Shocking, Silent Crisis" in its November issue. **The Detroit Free Press** and **The Florida Times Union** recently published articles on adult illiteracy, one focusing on a 47-year-old auto worker learning basic skills in a joint Ford Motor-UAW program and the other on the costs of illiteracy to the business community. **The Raleigh News and Observer** (NC) and **The Richmond Graphic** (IN) covered the literacy issue in recent Sunday feature stories. **The San Diego Evening Tribune** early last year printed a UPI story about a mother who was unable to read the directions on a can of infant formula and incorrectly fed undiluted formula to her baby who died as a result.

Burlington Northern Railroad, **Conoco**, **Deluxe Check Printers, Inc.**, **Security Bank**, and **Mountain Bell** work

with the Billings (MT) Adult Education Center to provide basic skills to their employees. A recent influx of immigrants in search of jobs has increased the need for ESL services in particular.

Cambridge Books recently published *Effective Adult Literacy Programs: A Practitioner's Guide*, a comprehensive work by the National Adult Literacy Project. At the 1985 conference of the Association for Community Based Education, the company joined the **Gannett Foundation** and **B. Dalton Bookseller** on a panel which addressed the special problems faced by CBOs in getting support from the business community.

Cone Mills Corporation and **First Union National Bank** are represented on North Carolina's statewide literacy coordinating body, the Participatory Planning Committee for Adult Basic Education.

Container Corporation of America and **Kindall Container Company** operate in-house basic skills programs for hourly employees in their Georgia plants.

Cox and Smith, Inc., and the local Chamber of Commerce are taking leadership roles in generating business support for the San Antonio (TX) Literacy Board.

A representative of **Contour Groves, Inc.**, a citrus-producing company, serves as president of the Florida Literacy Coalition.

Crown Publishing expects to donate some \$20,000 to literacy programs from proceeds of the sale of Jean Auel's recently-published novel, *The Mammoth Hunters*.

Del Monte, **Olin Corporation**, **Bridgeport Hydraulic**, **Royal Business Machines**, **Sikorsky**, **Dexter Corporation**, **Southern Connecticut Gas**, and **Phoenix Mutual Life** are among more than 50 companies which gave recent funding to Literacy Volunteers of Connecticut.

Disneyland gave Literacy Volunteers of Placentia (CA) a \$5,000 Community Service Award in April 1985, to be shared with five other LVA affiliate programs in Orange County.

The Electric Boat Division of General Dynamics, working with the Southeastern Connecticut Adult Education Cooperative, provides a high-school-equivalency program to company employees in that state.

Fidelity Bank hosted an awareness reception for business and political leaders as part of Literacy Week activities in Philadelphia in September. Team members of the **Philadelphia Eagles** posed for photos which were used in local newspapers to encourage good reading habits.

Franklin Electric Company, the **AFL-CIO**, and **First National Bank** are represented on Arkansas' Participatory Council on Adult Education, with the Franklin representative serving as chairman of the Council.

Franklin Life Insurance Company is one of several companies providing employee basic skills classes through the Lawrence Adult Center in Springfield, IL.

Garrett Turbine Engine Company contracts with the Rio Salado (AZ) Community College to provide basic skills classes to employees in its manufacturing plant in Phoenix.

IBM recently gave a \$6,000 grant to the Travis County (TX) Adult Literacy Council. The company is presently exploring the possibilities for an expanded role in the literacy field, and along with **Mountain Bell** is represented on Arizona's new Task Force on Literacy.

Legg Mason Company recently donated \$1,000 to the Carroll County (MD) Literacy Council, as well as space for tutoring classes and Council board meetings. The **Carroll County Times** donates advertising space to the Council, and **Westminster Answering Service** gives 24-hour telephone referral assistance.

Chas. Levy Circulating Company has developed a reading awareness and fundraising program titled "My Kind of Books,"

in which Chicago residents were asked through newspaper ads distributed in 500 local book outlets to vote for their favorite books. Based on the poll, the company is donating 15¢ to the Literacy Council of Chicago for each copy of the ten most popular books sold by the book outlets.

MacArthur Foundation, **Mobil**, **AT&T**, **Grumman Corporation**, **Manhattan Life Insurance Company**, **Waldman Graphics**, and **Young & Rubicam** are among those organizations presently funding the Business Council for Effective Literacy.

McDonald's and **British Aerospace, Inc.** provide ESL training for their employees in collaboration with the Fairfax (VA) Adult Integrated Network.

Monongahela Power Company provides space in its training center for the tutor-training activities of Literacy Volunteers of Marion County (WV). **The Shop 'n' Save** supermarket chain provides refreshments for LV's training sessions and advertises the LV program with flyers slipped into its grocery bags. **Adams Office Supply** donates the stationery supplies used in LV's workshops.

M&M/Mars Corporation, **Time, Inc.**, **The Amoco Foundation**, and **The Beatrice Foundation** recently provided funding for Literacy Volunteers of Chicago. Representatives from **Chicago Magazine**, **WGCI Radio**, and **Amoco Food Shops** have joined LV's board of directors.

The Morning Call, a local newspaper, has given essential in-kind assistance to the Allentown (PA) Literacy Council by assigning a staff member to develop a major funding proposal.

Nissan Universal runs a small in-house program for employees at its Cedar Rapids plant in collaboration with Kirkwood Community College. The College also works with the local Private Industry Council to provide job and basic skills training to unemployed workers in the area.

Onan Corporation conducts an in-house basic skills program for employees at its Minneapolis plant. The program is part of a larger effort to modernize the plant's production capability.

Phillips Plastics and other Wisconsin companies work with the state's technical college system to provide basic skills instruction to employees, many of whom are located in rural areas.

The Prudential Foundation recently made a grant to the Urban Studies and Community Service Center of La Salle University. This Philadelphia community-based program is developing new curricula geared specifically to the needs and interests of adult learners.

Sperry Computer, **Mountain Bell**, **Rockwell International**, and **Easton Aluminum** offer on-site basic skills classes for their employees with instruction provided by the Salt Lake City ABE program.

Time, Inc. has prepared a public service ad entitled "A Light To Read By." Depicting the Statue of Liberty, it states that "Miss Liberty (is) not only a symbol of democracy, but...a reminder of one of democracy's major prerequisites: literacy." The ad is being circulated as part of the centennial celebration.

The U.S. Steel Foundation, **Travelers Insurance Co.**, **Alcoa Foundation**, **Ryan Homes, Inc.**, and **The Pittsburgh Foundation** have provided \$20,000 in grants to the Greater Pittsburgh Literacy Council. These grants match an earlier challenge grant made to the Council by the **Consolidated Natural Gas Co. Foundation**. **Waldenbooks** held a golf/tennis tournament in September, raising \$30,000 for Reading Is Fundamental.

Westview Press recently released *Between Struggle and Hope*, Valerie Miller's study of the Nicaraguan literacy campaign, which is often cited as a model national effort.

White Castle Systems, Inc. is providing meeting space for the Steering Committee of the Ohio Literacy Network, that state's coordinating body.

NOTES FROM BCEL

In The Works:

BCEL Bulletin

BCEL is developing a new technical assistance aid titled **BCEL BULLETIN**. Each issue, to be published periodically, will provide guidance on topics of interest to the business and literacy communities. The first issue, to be ready by Spring, will provide practical advice to businesses wishing to develop employee volunteer tutor programs in cooperation with local literacy providers. Two subsequent issues will give information to companies considering company-sponsored basic skills programs for employees, and literacy programs seeking advice on how to effectively approach businesses for support.

Publications Available:

• **TURNING ILLITERACY AROUND: An Agenda For National Action** consists of two BCEL working papers (by Donald McCune/Judy Alamprese, and David Harman) which assess the short- and long-term resource needs of the adult literacy field and present recommendations for public and private-sector action. The set is available for \$10. Please send **prepayment** check made out to BCEL with your written order.

• **PIONEERS & NEW FRONTIERS** is a BCEL paper (by Dianne Kangisser) which assesses the role, potential, and limits of volunteers in combating adult illiteracy. Copies are \$4.50 each and should be ordered in writing with a **prepayment** check to BCEL.

• **Functional Illiteracy Hurts Business** is a leaflet designed primarily as an aid for local literacy programs in their fundraising efforts. It gives specific suggestions to business on how to help support adult basic skills programs. Programs can insert their names and addresses on the back flap. Copies are available at no cost for a modest supply but due to heavy demand there is a small per-item cost for large orders.

• Back issues of the BCEL Newsletter are available at no cost for up to 24 copies and at 25¢ per copy thereafter. Newsletters may be reproduced in whole or part without permission but with attribution to BCEL.

The Business Council for Effective Literacy is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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Bess Heitner
Researcher/Writer

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Admin. Assistant

Beth Godal
Staff Asst.

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N. Y. 10020 (212) 512-2415/2412

THE BROADCAST MEDIA & LITERACY

by
Gail Spangenberg
Vice President, BCEL

After working and sleeping, watching television is the third most popular activity of American adults. Between the ages of 6 and 18, children and teenagers watch an average of 18,000 hours of television (while spending 15,000 hours at school).*

Because television has such a prominent place in the homes of most Americans, including the one in every five adults who can't read and write, its reach as an instrument of persuasion and awareness-building is unique. Thus, when Project Literacy U.S. (PLUS), a multi-million dollar media campaign to help combat adult illiteracy, is aired in September, it can be expected to have a powerful impact nationwide, touching virtually every community in the U.S.

This therefore seems an ideal time to take a closer look at how that initiative will work, at some related projects under development, and at some factors that will have a bearing on the degree of success that these activities can ultimately have in terms of truly expanding service to adults in need of help.

The PLUS Initiative

On a number of counts, the PLUS project is a historic first. It is an unprecedented collaboration between public broadcasting and a commercial network—the Public Broadcasting Service (PBS) and the American Broadcasting Company (ABC)—and the first time that any two major national broadcasters have joined forces in a common public service effort.

PLUS will combine national network television and radio broadcasts with community action, alerting the public to the urgency of the adult illiteracy problem and helping to mobilize efforts to deal with it in towns and cities across the U.S.

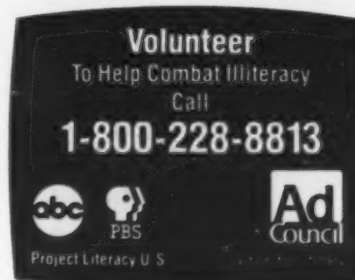
All 525 ABC and PBS affiliate and member stations will be taking part—airing programs, referring individuals to local programs of in-

struction, and otherwise giving assistance to individuals and groups in their communities. ABC estimates its dollar commitment to PLUS, aside from the contributions of its local stations, to be well in excess of \$1 million. The Corporation for Public Broadcasting is underwriting the PBS effort with grants to WQED in Pittsburgh for research and development and production of a documentary. Additional CPB funding will support the stations' community outreach activities.

The PLUS initiative is being conducted in two phases. The first, in process since January, is focussed on building an outreach infrastructure via the local ABC and PBS stations. The aim is to coordinate resources at the local level well in advance of the national public awareness broadcasts—to ensure that those who want help and who wish to give it will know where to turn in their communities. (PLUS telecasts are expected to reach more than 50 million households.)

The second phase, on-the-air coverage, will operate throughout the September 1986-June 1987 broadcast season. The kick-off piece, a primetime ABC news documentary narrated by Peter Jennings on the plight of illiterate Americans, will be aired on September 3rd. This will be followed on September 17th by the PBS documentary which will give visibility to a variety of successful on-going local programs for teaching nonliterate adults the basic skills. In between and through to June, all elements of ABC News will cover the subject: *This Week* with David Brinkley (September 7th); *World News Tonight* with Peter Jennings (a special-assignment series scheduled for the week of September 8th); *Nightline* with Ted Koppel; *20/20* with Hugh Downs and Barbara Walters; *Good Morning America* with David Hartman and Joan Lunden; and an *ABC Afterschool Special*.

ABC's Entertainment Division will try to infuse thematic treatment of illiteracy into daytime serials and dramatic programming. For continuity between programs, public service announcements will be carried, and a series of spots on *American Television and You* will explain why the two networks have made a commitment to literacy. ABC Radio will also carry PSA's and mini-documentaries to its affiliates across the country. And local stations of both ABC and PBS will supplement the national broadcasts with their own locally-produced programs.



Other events in tandem with PLUS will extend the media blitz. For example, the American Newspaper Publishers Association is mounting a major literacy awareness campaign through its 1,400 member newspapers on the same time schedule as PLUS. President Reagan has proclaimed the month of September Adult Literacy Awareness Month, with messages to be delivered to the American public on Labor Day by both the President and Secretary of Labor Brock. On September 7th, designated "Literacy Sunday," religious leaders will include the subject of literacy in their sermons throughout the country and encourage their congregations to get involved.

The outreach component of the campaign, spearheaded by PBS, is the largest such effort ever undertaken by public television. A point repeatedly underscored by the networks is that the television programs in themselves are merely the centerpiece of community action that aims to promote or activate literacy programs at the grassroots level. "We are not experts on the problem of adult literacy," notes ABC president James Duffy. "We are not educators... Our role is to create a framework for participation."

At local levels, PLUS is supporting the work of existing literacy task forces and, where

(cont'd. on p. 4)

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*Television Technologies in Combating Illiteracy, Barbara Marchionis and Herman Niebuhr, National Adult Literacy Project, 1985.

NEWS IN BRIEF

Federal Funds for Library Literacy

Under Title VI of the Library Services & Construction Act, the Department of Education will award \$4,785,000 in 1986 for library literacy projects. The Department is reviewing proposals from state and public libraries across the country, and some 190 awards of up to \$25,000 each will be made by September 30. For further information, contact Frank Stevens or Carol Cameron, Library Development Staff, Department of Education, 400 Maryland Avenue SW, Washington, DC 20202 (202) 254-5090.

Bronx D.A. Plans Literacy Program

Of the 40,000 arrests made each year in New York City's Bronx County, most individuals will return to jail after they are released because their basic underlying problems have not been addressed. Recognizing that there is often a direct link between an individual's lack of education and criminal behavior, Bronx D.A. Mario Merola believes that the prosecutor's office should take a new approach to addressing crime and he is establishing a program to offer defendants a whole range of services including educational testing; tutoring in reading, writing, and math; vocational assistance; and psychological counseling. This will be the first time that a district attorney's office has taken an aggressive educational role. Still in the developmental stage, the program will be run by the D.A.'s office which will hire staff, raise funds from city, state, and federal governments as well as businesses and foundations, talk with experts in the field to design the program, and use materials relevant to the lives of the people involved. The program will also work with Bronx Lebanon Hospital, referring individuals with drug problems. Merola plans to launch a pilot of the program in January with 50 defendants. For more information contact Thomas Olin, Office of the District Attorney, 215 E. 161st Street, Bronx, NY 10451 (212) 590-2100.

Literacy Made a Priority of JTPA

Up to now the emphasis on job placement as the goal of JTPA's training programs has excluded many youth who first need help with basic skills. In response to this problem, the Department of Labor's Employment and Training Administration has made basic literacy instruction a priority for the coming year. To help serve youth, especially dropouts and teen parents, DOL will work with such fed-

eral agencies as the Department of Health and Human Services, the Education Department, and the Justice Department to develop a pilot school that offers half a day of job training and half a day of education. The school will provide counseling, literacy instruction, job skills training, job placement, and help for teen parents. Private Industry Councils, which have a track record of being responsive to local community conditions, will play a new role as "human resource managers" in the demonstration.

Targeting State Policy Makers

The Education Commission of the States (ECS) recently received \$50,000 from the Sears Roebuck Foundation for a national literacy project. The new grant will be used to address literacy issues through a national conference, state-based policy seminars, technical assistance, and a special 20-minute videotape aimed at governors, legislators, and other policy-makers. ECS held a planning meeting in June at which invited national literacy leaders helped develop the specifics of the program. For more information contact Barbara Holmes, Senior Policy Analyst, ECS, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (303) 830-3627.

Dropout Prevention in Appalachia

Last year the Appalachian Regional Commission commemorated its twentieth anniversary by addressing the high dropout rate in the region's schools. According to Commission studies, dropout rates for 77 percent of Appalachian counties exceed the national average. Of this group, a third are one-and-a-half times more likely to drop out and close to ten percent drop out at twice the national rate. In many areas, one out of two students entering school won't graduate. The Commission has committed \$2.2 million for special dropout prevention programs in the region involving 46 projects and 5 technical assistance efforts. So far, state, local, and private matching funds have added another \$1.1 million to the total available. For further information contact Rita Spivey, Appalachian Regional Commission, 1666 Connecticut Avenue NW, Washington, DC 20235 (202) 673-7879.

USDOE Planning Research Agenda

Through its new Division of Higher Education and Adult Training, the USDOE is planning a program of adult literacy research. As a first step to launching a grants competition, papers synthesizing the current research literature are being prepared—by Sharon Merriam on theories of adult learning and development, Gordon Darkenwald on effective

teaching of basic skills to adults, and Thomas Valentine on ways of defining and assessing functional illiteracy. The three papers will form the basis of an invitational planning conference to be held in Washington, D.C. on August 13 and 14. Between 15 and 20 participants from adult literacy programs, government agencies, the research community, community agencies, and business and industry have been asked to participate. For more information contact Jerry Lord, U.S. Department of Education, Office of the Assistant Secretary for Educational Research and Improvement, 555 New Jersey Avenue NW, Washington, DC 20208 (202) 357-6243.

Illiteracy and International Competition

A new bill (H.R. 4728) was introduced in May by Senator Augustus Hawkins which would recognize the relation between functional illiteracy and the U.S.'s ability to compete effectively in the international arena. The bill would authorize a program in which state education agencies would receive funds to provide basic skills to those who need them to enhance their employability or to find new jobs and learn new skills to keep up with technological change.

In The States

- **Georgia's** Volunteer Literacy Advocacy Committee recently completed two years of study aimed at producing recommendations for a statewide literacy effort. The plan, which recommends creating a statewide council and a referral hotline, is now being considered by the Governor and State Education Superintendent.
- **In Ohio**, the Greater Cleveland Growth Association and the Greater Cleveland Literacy Coalition hosted an "employers" conference in June to increase local business interest in sponsoring basic skills instruction for their employees. A similar meeting was held for municipal government officials to encourage expanded basic skills services for civil servants.
- **The Maryland** Department of Education held a conference in March to increase the business community's awareness of illiteracy and to outline steps businesses can take to deal with the problem in their workforce. Panelists included representatives of the Potomac Electric Power Company and other companies.
- **North Carolina's** General Assembly recently approved the purchase of 1,000 PLATO units for use in computer-assisted basic skills programs being instituted in the

state's community college system.

• **In Rhode Island.** Senator John Chaffee recently hosted a statewide forum on literacy, which featured a presentation by an official of Fleet National Bank on the role of business.

• **In Texas,** Houston's coordinating body, Project READ, sponsored an interfaith religious conference in May in which 100 of the city's largest congregations discussed how they could get involved in local literacy activities.

FACING ILLITERACY IN CANADA

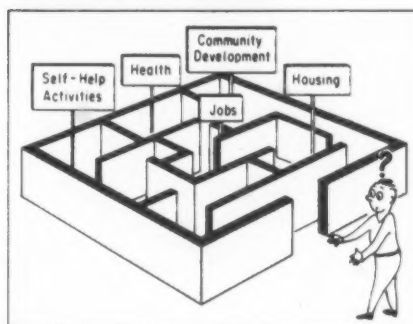
The inability of workers to read, write, and compute is a major problem in Canada as well as in the U.S. Approximately 20 percent of Canadian adults are illiterate and of these people, 40 percent are under age 45. Moreover, 30 percent of all teenagers drop out of high school. A report published last June by the Canadian Association for Adult Education found that 5.7 percent of workers in finance, 7.8 in business service, 9.1 in public administration, 10.8 in retail, 13.8 in transportation, and 18.7 in personal service have poor basic skills. But the implication of these statistics is not yet fully recognized, especially among most business leaders. As recently as last fall, when Kathryn Filsinger, industrial relations advisor for the 3,500-member Canadian Manufacturers' Association, took an informal poll, she found that most members were unaware of the problem.

Janet Turnbull, publisher of Seal Books and president of the year-old Canadian Task Force on Literacy (modeled in part after BCEL) says: "There's good reason why business in particular should be concerned—it's costing them a lot of money." As in the U.S., errors, low productivity, poor product quality, absenteeism, and other manifestations of illiteracy are costing the Canadian business community billions of dollars each year. The Task Force, whose 32 members include Abiti-Price, the Retail Council of Canada, Conwest Exploration, McCann Erickson Advertising of Canada, Coles Book Stores, and the Molson Group, is working to make both business and the public more aware of the problem. Abiti-Price has pledged \$30,000 over the next three years to help advance this effort.

As jobs require more sophisticated technical skills, the workplace will be more and more

affected by illiteracy. The increasing use of statistical process control (SPC), which requires assembly-line workers to track the quality of products at each stage of the manufacturing process and to correct flaws quickly, is one example. Dennis Des Rosiers, director of research for the Automotive Parts Manufacturers' Association of Canada, notes that 90 percent of its members have SPC programs now and thus most of their workers need to upgrade their skills.

WHAT IF YOU COULDN'T READ?



Hugh, a 47-year-old Ford Motor employee in Detroit, has spent his whole life bluffing his way past job applications, menus, and all written materials. At work, he has memorized explanations of how to run machines. At home, his wife has read all the mail, paid the bills, and done the banking. He even managed to pass his high-school-equivalency exam without knowing how to read. "My wife read the textbook to me and the exam was all true and false. I'm a good guesser and I passed." With help, Hugh has managed to get by, but his frustration has been high.

Hugh is just one of the dozens of non-literate adults who have come to BCEL's attention. Like him, each of the 27,000,000 functionally illiterate Americans is a real person whose chances for a good job and personal fulfillment are blocked by the inability to read and write. Fortunately, among the cases known to BCEL are many persons who have managed to turn their lives around:

Sheila passed for literate by paying people to take tests for her until the age of 25 when she decided to learn basic skills. Now she's a nurse with an M.A. and has even written a novel.

Al, a 47-year-old Polaroid worker, started life with a poor education from a segregated Alabama school. As an adult, he sat mum through staff discussions. When his boss promoted him to supervisor he got into trouble because his reports were unreadable. For the last three years, Al has been enrolled in the company's basic skills program. He has since risen to technical trouble-shooter for sophisticated testing equipment.

Daniel, a 39-year-old electrician hid his illiteracy by carrying a newspaper. But his cover-up ended when he sought help for a drinking problem at AA and

couldn't read "Living Sober." With the help of a tutor, he is overcoming his problem, but still says, "I'm more accepted if I say I'm an alcoholic than if I say I can't read."

Michael, a 28-year-old welder, was unable to learn to read as a child because of an undetected hearing handicap. He cheated his way through welding school, but always felt fear and frustration. "A lot of times I'd just go off and cry. I used to want to kill myself." His inability to read the word "clockwise" led him to incorrectly install an industrial blower at work, costing the company thousands of dollars. Now Michael uses a hearing aid and gets reading help. He says that everything has changed for him as a result.

These are just a few illustrations of how individual lives are affected by illiteracy, but illiteracy also has consequences in the workplace:

A New York insurance company says that 70 percent of dictated correspondence must be done over because typists can't punctuate and spell correctly.

An insurance company employee paid a policyholder \$2,200 on a \$100 claim instead of the \$22.00 authorized because she didn't understand decimals.

A steel-mill worker who couldn't read cost his company more than \$1 million when he misordered spare parts from a warehouse.

An illiterate mechanic cost the Navy \$250,000 in damaged equipment because he couldn't read the repair manual.

A computer company executive who makes \$75,000 a year read at only fourth-grade level until he entered a tutoring program. His wife helped him write sales reports and he once ran up a \$200 phone bill when he called her from Brussels to help him prepare a speech.

The functionally illiterate chairman of a bank has his secretary stay on the line during business calls to take notes of his telephone conversations.

But the cost of illiteracy must be measured in more than just dollars. It also takes a high toll on safety:

A feed-lot laborer accidentally killed a herd of cattle when he misread a package label and fed them poison instead of food.

A train motorman, on trial for negligence in a fatal accident, admitted he had trouble reading his service manual, as did many of his co-workers.

An industrial worker almost killed several people when he attached a heavy piece of metal to a machine improperly because he couldn't read the assembly instructions.

A nine-day-old baby died when her mother fed her undiluted formula because she couldn't read the measuring instructions.

An illiterate nursing home employee had to memorize what the patients' names looked like and what kind of diets they were on.

Two firefighters in an all-volunteer force in Pennsylvania were injured and nearly lost their lives because they couldn't read warning signs.

The vast numbers of people who can't read and write face seemingly insurmountable obstacles in every aspect of their lives. But most are willing and able to learn and, with the right help, the odds against them can be changed to everyone's benefit.

BROADCAST MEDIA

(cont'd. from p. 1)

none exist, convening new ones. These groups—comprised of literacy providers, adult learners, educational planners, religious and civic groups, government and business leaders, and the ABC and PBS stations, will assess the locally-available literacy programs and resources and attempt to help them pool and coordinate their services to achieve greater outreach.

As of June, 260 communities had already formed PLUS task forces. In addition, 80 national organizations as diverse as the American Council of Life Insurance, the General Federation of Womens Clubs, the National Urban League, and the National Governors Association, had agreed to lend support by publicizing the campaign among their members and urging participation.

"PLUS will bring together more organizations than ever before which will declare literacy a priority for attention," says Douglas Bodwell, CPB's director of education. "Not just the traditionally-involved organizations, but new places like the Junior League and the American Legion working together for the first time, asking 'How can we help?'"

Each ABC and PBS station has both a staff literacy contact person and a volunteer community convener. A national teleconference, seminars, and workshops are already being held across the country to train these people. And videotapes, manuals, guidelines, and bulletins are being produced to assist them.

That such efforts can produce significant results is evident from similar, if less ambitious, undertakings. In November 1983, in association with other organizations, WQED aired *THE CHEMICAL PEOPLE*, a two-part documentary on drug and alcohol abuse in young people. This national television event was matched by local events including town meetings in 12,000 communities and the development of a local action plan in each. Some 8,000 of the groups that were formed on that occasion are still in existence, working on their action agendas.

The Ad Council Campaign In Parallel

The PLUS campaign will overlap, and work in cooperation with, the national multi-media campaign begun in January 1985 by the Coalition for Literacy and the Advertising Council. This three- to four-year Ad Council campaign is beginning to yield a vigorous response (despite curtailments in the program due to lack of adequate funding). The cam-

paign seeks to recruit volunteer tutors, appeal to corporate funders, and motivate potential students to come forward for help. The ads (which appear on radio and television and in newspapers and consumer and business magazines) carry local and national call-in numbers for persons who wish to respond. The national number (800-228-8813) takes an estimated 10 percent of all calls nationally. It is operated by CONTACT Literacy Center in Lincoln, Nebraska, a national information and referral agency with links to thousands of local literacy programs. Through May 1986, CONTACT responded to some 52,500 calls, 65 percent of those from potential volunteers and 25 percent from potential students. (The latter statistic is noteworthy in that the ads specifically geared to adult non-literates have not yet been produced; these persons have picked up on ads they have seen, usually on television, for volunteer tutors.)

CONTACT will also serve as the toll-free national hotline response system for PLUS. President Gary Hill estimates that CONTACT must be prepared to handle a volume of 75,000 calls in September alone.

Other Reinforcements

In some states, special television projects are in the works that will serve to reinforce the PLUS and Ad Council efforts. For example, South Carolina Educational Television (SCETV) is mounting a 12-month statewide campaign urging its citizens to "Get on the Reading Railroad." The slogan, produced as an animated graphic, will appear on PSA's, bumper stickers, billboards, and lapel pins. SCETV will produce a documentary on the problem of illiteracy in South Carolina, tying it in with the PLUS campaign. And moving beyond awareness, the station will also launch significant activities on the instructional front. It will be broadcasting Kentucky's highly-acclaimed high-school equivalency series throughout the state and, to help train tutors, will use its closed-circuit teleconference system to link schools, colleges, and technical assistance centers.

Moreover, in a separate effort, SCETV will sponsor a national conference in September concerned with illiteracy among prison populations. The subject to be probed is the role of public television and the creative uses of other technologies—videocassettes, computers, interactive video—for teaching literacy skills to prison inmates who read at less than a sixth-grade level.

A preliminary study conducted by SCETV at the Wateree State Prison in Rembert (SC)



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provides data typical for many prisons across the U.S. This data will provide a national perspective for the consideration of the conferees—including representatives of the U.S. Department of Justice, literacy experts, educational broadcasters, prison administrators, teachers, and inmates.

AMERICAN TICKET, a project of KCET in Los Angeles, is about to field test a half-hour pilot for a national series on literacy. Intended for audiences 15 years and older, the series will be geared to the needs of school dropouts, native English speakers who are functionally illiterate, and foreign-born persons with limited English competence.

Using a magazine format and story lines, the episodes (26 are planned) will combine entertainment, comedy, and information. They will focus on language and life-coping skills and explore aspects of American culture. While they will put a premium on the teaching of useful skills from the very beginning—each episode will contain segments that teach specific skills such as writing a check or recognition of a job-related word—the primary thrust is motivational. The goal is to reach the at-home adult who has not enrolled in any program and to move him or her to seek help. Because KCET's research showed that the overwhelming desire of the target audience is to get a job or a better job, the setting of the series will represent the world of work. The 25-minute pilot, tentatively titled "The American Sign Factory," is set in the shipping room of a factory where signs are made. Plans call for the widest possible distribution of the series—including open broadcast on PBS and cable; video and audio cassettes for use in the school, home, and workplace; teachers guides; print instructional materials; and other outreach activities.

Project Second Chance of the Arkansas Educational Television Network also plans to go national with a state-tested program that

gives high school dropouts a second chance to earn a high school diploma. The national plan builds on the network's successful 1984-85 experience—using Kentucky's GED series—in which thousands of adults in Arkansas were drawn back into education. A one-hour documentary will be produced dealing specifically with high school dropouts. It will contain material for parents on what they can do to keep their children in school. It will speak to educators on how to make the educational experience of students more meaningful and interesting, presenting personal profiles of dropouts who later completed GED programs. A 30-minute follow-up for broadcast on local PBS stations will be added, and then an enrollment campaign on television will register students for the instructional program.

It is worth noting that the Kentucky GED television lessons have been used by many states other than Arkansas and South Carolina, and it has been used in several contexts: direct study at home via television with viewers given access to a toll-free telephone hotline for personal help, and presentation via videocassettes in adult learning centers either through teacher-directed classes or in monitored self-study. Nationally-averaged statistics show that about 65 percent of adults studying at home on their own with hotline help pass the GED exam, as do 85 percent of those studying in a learning center.

The Challenge To Non-Broadcasters

The Coalition's Ad Council campaign has another two years or so to run and can be expected to have an increasing response. Projects like the three state efforts cited above will build the momentum. Add to that the powerful impact that the extraordinary PLUS initiative is likely to have and it is not hard to conclude that the battle for public awareness can be won.

People throughout the field are both relieved and excited about this prospect, for lack of awareness has long been a major impediment to developing the environment needed to provide basic skills instruction on a level at all commensurate with the need. Yet in the current flush of excitement lurk certain dangers.

The fact is that broadcast awareness activities, even when combined with local community action, cannot alone turn the illiteracy problem around—nor do any of the projects and campaigns discussed above claim this. As ABC's Duffy points out, their role is to help set the framework for participation and action.

What the nation must realize is that success on the awareness front in the short-run, could ultimately result in failure—unless public and private sector funding sources can respond quickly with substantial new monies to support and nurture the new activities that will be generated.

Among the priority problems are these:

- Even before the Ad Council campaign was launched, most literacy programs were already stretched to capacity in their service, and most had long waiting lists of tutors and students they lacked the resources to handle. Although some states and cities have since allocated new money to adult literacy activities, the overall national situation has not changed appreciably. Most programs are still strapped. Not only that, but they will be further strapped as they are called upon for technical assistance by the many new groups that will choose to enter the field as a result of PLUS and the other awareness activities.

To be sure, better organization and coordination of services at the local level can be expected to produce benefits in overall service. And new groups and partnerships will further extend the range and availability of services (though new programs cannot be implemented overnight). In these ways, it has been estimated that the present national system for delivering basic skills instruction can be doubled or perhaps tripled in capacity, but only with a generous infusion of federal, state, and private-sector funding. In short, as things are now, existing programs are in real danger of being overwhelmed by a demand that they are not equipped to meet.

- The CONTACT Literacy Center is of central importance to the success of the PLUS and Ad Council campaigns. The costs of operating this national telephone referral system when PLUS is launched will increase about six-fold. Yet CONTACT has so far met with only minimal success in raising the funds needed to support the Ad Council campaign. Gary Hill estimates that somewhere in the neighborhood of \$1.9 million will have to be forthcoming if CONTACT is to effectively field the tremendous volume of calls (more than 600,000) it will get during the year beginning in September.

- The Arkansas, South Carolina, and Los Angeles projects are also important elements of the national awareness effort. Moreover, they are all the more important because of the potential they hold as national models of direct instruction. Yet all are in need of major

funding. *Project Second Chance* is budgeted at \$1.8 million. Some aid has been forthcoming from the Winthrop Rockefeller Foundation, the Mott Foundation, the Piton Foundation, and Wal-Mart Stores, but considerably more is needed. Research, development, and production of the AMERICAN TICKET pilot was funded by a \$500,000 grant from the Harry and Grace Steele Foundation, with modest supplementary funding from the California Department of Education. Several million dollars more are needed to develop that series for national use. And when the SCETV research activity turns to production of actual materials, substantial funding will be needed for that.

It is stating the obvious to note that television production is extremely costly. Yet the kind of activity represented by these three projects holds great promise in efforts to combat the national adult illiteracy problem. Because of its extensive outreach, its low unit cost when reaching national audiences, and the pedagogic versatility it has already demonstrated at higher education levels, the potential of television as a direct provider of basic skills instruction could be enormous under the right circumstances.

It is to be hoped that the challenge of the above broadcast activities, especially those of PLUS, can be met. The business community is certainly a much-needed partner in the non-broadcast response. So is the general philanthropic community. But no one has a more vital role than state and federal legislative officials, governors, and mayors. In this regard, the recently-announced literacy project of the Education Commission of the States (see News in Brief) could be of tremendous assistance.

Finally, it should be noted that this article has focussed on the ingredients for success in the short-run. It should be kept in mind that, in the long run, major problems bearing on the effectiveness of instruction will also need to be addressed. There is, for example, still a paucity of research on how to develop instructional materials for adults most in need of basic skills help. And suitable tools will have to be developed for diagnosing and assessing learning—something needed by all operating programs. Moreover, the thousands of people who will volunteer their help in response to PLUS and the other activities will need to be supported by more professionally-trained teachers and managers. Each of these is a major challenge in itself; each will take years of work and a national resolve to stay with it. ■

CAST-OFF YOUTH

Some one-third of our nation's youth is considered to be "at-risk." Coming from backgrounds of poverty, social deprivation, and minimal schooling, these young people have motivational and basic skills problems so severe that they are thought to be very difficult, if not impossible, to train for employment.

JTPA, Job Corps, and other major social programs are attempting to address this human resource problem, but they have drawn very little on the accumulated experience of the military, by far the largest employer and trainer of "low-literate" youth. A major new report, *Cast-Off Youth: Policy and Training Methods From the Military*, could help turn this situation around.

The quality of our armed forces is generally thought to have deteriorated since the Sixties when large numbers of "at-risk" youth were admitted. Yet the fact is that these Americans have been heavily recruited, and have served, during every war mobilization since the turn of the century. Furthermore, a huge body of research shows that the military has trained them to perform effectively in military jobs for which they were needed.

Cast-Off Youth presents a vast amount of data on just how the military has gone about examining, selecting, classifying, training, and employing the hard-to-train segment of the population over the years. More to its purpose, the report also analyzes the implications of this accumulated experience for both civilian program design and instruction and future military training policy.

This two-year study, funded by the Ford Foundation, was researched and written by Thomas Sticht, William Armstrong, Daniel Hickey, and John Caylor. It takes Project 100,000, a unique social action program launched during the Vietnam War, as its starting point—giving the most complete analysis of this program and its participants that has ever been done. It also traces the history of similar military training programs for the disadvantaged, especially those during World War II and the Korean War, describing in detail some seven programs developed by Sticht et al for use by the military in preparing "at-risk" recruits for service.

Project 100,000 is given special attention because, unlike earlier programs, it explicitly cast the military in the much-debated role of "social agent," with Congress making generous provision for the most massive research and evaluation effort ever conducted

on a military training program.

A major goal of Project 100,000 (which had triple the 100,000 enrollment intended) was to demonstrate that "cast-off" youth are trainable for certain essential military jobs. Another was to see whether these people, if taught meaningful skills in specific job contexts, would be more employable and productive citizens after returning to civilian life. Performance statistics were regularly accumulated and reported for each recruit in the program, as well as for a control group of enlistees with the same backgrounds.

Cast-Off Youth reports many highly significant findings. One is that in 1983, a full twelve years after Project 100,000 ended, some 8,200 participants had attained career status in the army and were working in higher occupations than personnel from the control group. Moreover, after returning to civilian life, the majority of Project veterans were indeed found to earn more, have less unemployment, and have higher enrollment in educational programs than non-vets of similar background. (Some 68 percent of Project 100,000 vets have used the G.I. Bill.)

A key conclusion is that the military, (which tends to select out "low-literate" adults during peacetime) was so successful in preparing such people for work that it should recruit and train them precisely during peacetime when pressures are more relaxed. It is argued that during mobilization the system would then be better able to accommodate larger numbers of high and low aptitude personnel.

Another major conclusion is that civilian programs, including those run by business, could clearly benefit from a careful look at what the military has done and how, as well as from much more research on how to develop the special curriculum and instruction required to teach "low-literate" youth.

Analysis of Project 100,000 produced a set of principles, described in detail in the report, which the authors used in an effort to begin transferring military experience to civilian use. They developed a prototype Electronics Technician course, the first to fully integrate basic skills and job training in either a military or civilian setting, and successfully tested it on civilians in a college setting.

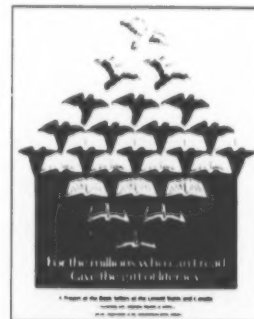
Cast-Off Youth is packed full of information and insight and should be a resource of immense value to designers and evaluators of youth employment programs everywhere.

(For more information, contact Tom Sticht, Applied Behavioral and Cognitive Sciences, PO Box 6640, San Diego, CA 92106. A two-volume set of the electronics course can be ordered from ABC for \$40.)

CORPORATE LITERACY ACTION

AMERICAN BOOKSELLERS ASSOCIATION

"Give the Gift of Literacy," a major national fundraising, customer awareness, and education program of booksellers in the U.S. and Canada was launched in May at the ABA Convention in New Orleans. Later this summer, the Canadian Booksellers Association will announce its version of the program at its national convention in Vancouver. The U.S. campaign is supported by the ABA and the National Association of College Stores. Together with the Canadian Booksellers Association, they represent some 9,000 bookstores.



In the U.S., "Give the Gift of Literacy" hopes to raise at least a million dollars over three years for national and local literacy organizations serving both children and adults. The campaign was tested for several months in more than 100 stores in Minnesota to evaluate its strategy and appeal. Funds will be raised through customer contributions. Each participating bookstore will display the official campaign poster based on an illustration by the German artist, Martin Escher. Funds will be collected in special plexi-glass display boxes bearing the slogan "Your Change Can Change the Lives of Millions." The stores will receive a variety of promotional materials including copies of the above poster, bookmarks, brochures, and local campaign information. "Give the Gift of Literacy" also appeared on the cover of nearly every Marvel comic book published from mid-May to mid-June, covering some 40 titles with a combined circulation of 4-5 million copies.

Telephone Pioneers of America, a 600,000 member organization of telecommunications employees, has volunteered to help collect and distribute funds to designated literacy organizations. The Coalition for Literacy and

Reading Is Fundamental have been selected for the first year's contributions. Funds raised during the second and third years will go to local literacy organizations.

Among start-up funds raised so far for the campaign, \$100,000 has come from Simon & Schuster, Gulf & Western, and AT&T. The Book-of-the-Month Club has given \$30,000. John Wiley & Sons and Harper & Row have pledged \$1,500 each, and the Upper Midwest Booksellers Association and the National Association of College Stores have each donated \$5,000. ABA will be giving \$7,500 to help the campaign get underway and Dayton Hudson Corporation has contributed \$80,000.

(For more information contact Allan Marshall, Special Projects Director, ABA, 122 E. 42nd Street, New York, NY 10168 (212) 867-9060.)

MAGAZINE PUBLISHERS ASSOCIATION

The Magazine Publishers Association (MPA) has named August 1986 "Magazine Literacy Month." All of MPA's 206 member companies, representing 775 magazines, have received letters asking them to run the Coalition for Literacy's Ad Council ad in their Au-

gust issue. To date, about three-fourths of the companies have agreed to do so. At the same time, an all-out public relations campaign will be mounted to call attention to the project. *Good Morning America*, *CBS Morning News*, and other media will be giving the campaign coverage. Publishers have the option of coding their ads and MPA will track the contributions given to each magazine.

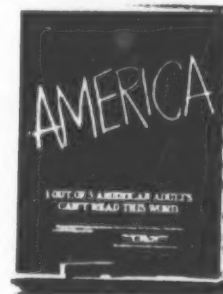
(For more information contact Barbara Collins, MPA, 575 Lexington Avenue, New York, NY 10022 (212) 752-0055.)

PRINTING INDUSTRIES OF AMERICA

As part of the Graphic Arts Literacy Action Program (GALAP), a new poster to help fight adult illiteracy was developed entirely through contributions of various groups in the graphics and communications industry at their national convention. Coordinated by the Printing Industries of America (PIA), the effort produced 45,000 17" x 23" posters calling for literacy tutors to volunteer their time to this important national cause. The poster will be distributed by the Coalition for Literacy to thousands of schools and libraries across the country.

An outstanding example of teamwork, the poster was designed, photographed, and printed by volunteers in the industry. Others donated ink and supplies. For example, when the original artwork was ready, Waldman Graphics (Pennsauken NJ) did the pre-press work. Enco Printing Products (Somerville NJ) assisted in the platemaking. Gans Ink (Los Angeles CA) provided the ink, and Miller Printing Equipment (Pittsburgh PA) ruled its 6-color press at Graph Expo West.

(For more information about GALAP, or to purchase a copy of the poster (\$3 to cover cost and handling), contact Marcia Horn, PIA, 1730 N. Lynn Street, Arlington, VA 22209 (703) 841-8155.)



WHAT OTHER COMPANIES ARE DOING

Allstate Insurance Company, Illinois Bell, Deere & Company, People's Gas & Light Co., and Sears Roebuck are among the companies represented on the board of Chicago's Safer Foundation. Quaker Oats, W. Braun Company, Harris Trust and Savings Bank, and Spiegel Inc. provide funding to Safer. The Foundation, which provides basic skills training for ex-offenders, recently merged with the Pace Institute, which operates a volunteer basic skills program for inmates of the Cook County Jail. Pace receives financial support from Bell & Howell, Barton Brands, Ltd., Inland-Ryerson Steel, and McDonald's. Prudential-Bache Securities, Arthur Andersen & Co., World Book Encyclopedia, First National Bank of Chicago, and other companies are represented on Pace's board. Since their recent merger, the two programs have jointly received funding from the Amoco Foundation and the MacArthur Foundation.

American Express Company has granted \$5,000 to the Senior Community Service Program of Parkersburg WV for its senior citizen literacy program. American Cyanamid has also funded the program.

The American Newspaper Publishers Association featured literacy as a key topic at its April convention in San Francisco. Jonathan Kozol urged conferees to consider the impact of adult illiteracy on the nation's print industry.

The American Paper Institute has recently agreed to publicize the literacy issue to its paper-company membership nationwide.

The Association of American Publishers co-sponsored a fundraising event in June which netted \$65,000 for Literacy Volunteers of New York City. Jimmy Breslin, Nora Ephron, and other nationally-known authors read from their works. Reporter Diane Sawyer ("60 Minutes") served as moderator and national columnist Liz Smith was the honorary chairperson.

The Bank of Delaware has financed the production of literacy awareness flyers to be distributed by the Delaware Coalition for Literacy.

Barclay's Bank of New York recently made a grant of \$60,000 to the Union Settlement House for its basic skills services to women from the largely-Hispanic community of East Harlem.

The Chicago Tribune Charities took the lead in organizing Chicago's first city-wide conference of literacy providers in May, aimed at improving coordination of literacy services there.

Current, Inc. and Shepard's/McGraw-Hill worked with the Neighborhood Reading Project of Colorado Springs by sponsoring a June luncheon to promote business awareness of adult illiteracy in that community and workforce. Companies were urged to see employee illiteracy as a solvable problem and to consider setting up instructional programs for their employees. They also were urged to give financial support to the local eight-member Coalition for Adult Literacy. Current, a national mail order firm, is already working with the Neighborhood Reading Project to provide on-site basic skills instruction for 11 of its employees, with 11 other employees serving as volunteer tutors.

Ford Motor Company, the Van Dresser Corporation, and Mack Iron Works provide basic skills instruction to their employees in collaboration with the Sandusky (OH) ABE program. Classes are held on company premises, a major reason for the program's success. A United Auto Workers representative said "It's unbelievable what the program has done to the membership. It seems everybody's going back to school." Elsewhere in Ohio, General Motors Corporation and Packard Electric work with the Mansfield and Warren ABE programs to provide similar programs for their employees.

The Geraldine P. Dodge Foundation has funded the creation of a series of tutor-training videotapes by Literacy Volunteers of New Jersey. The tapes are being aired on New Jersey PBS stations and are also used in LV-NJ tutor-training sessions.

The Greater Boston Chamber of Commerce sponsored a "Forum on Employee Basic Skills" in March in which represen-

tatives of area companies discussed the need and options for setting up employee basic skills programs. Officials from Blue Cross/Blue Shield of Massachusetts and Polaroid Corporation described their experiences in operating such programs.

Hillsboro News Co., a wholesale book and magazine distributor, has developed a colorful reading-materials display entitled "Reading Rainbow Express." The company places the display in affiliated retail stores for three-week intervals. A percentage of the sale proceeds from the displayed books and magazines is being donated to the Florida Literacy Coalition and to literacy programs in communities where Hillsboro and its affiliated stores operate. The company is represented on the Coalition's board.

In May, IBM hosted a meeting of the Texas Governor's Task Force on Literacy, the newly-created statewide planning body.

Illinois Bell recently publicized the state's literacy hotline number in an insert enclosed with monthly statements mailed to its 3.5 million customers.

Pacific Power and Light Company's manager of public information is on the board of Oregon Literacy and also serves on the board of the company's employee volunteer program. Aetna Life and Casualty Foundation and Milne Construction Company are among Oregon Literacy's funders this year.

Scripps-Howard brought together editors from its nationwide chain of newspapers for a June meeting in Memphis. Sponsored by Laubach Literacy Action, the purpose of the meeting was to provide guidance on what the newspapers can do to help support local literacy efforts.

Sun Company recently opened a literacy tutoring site in its Philadelphia facility, in collaboration with the Mayor's Commission on Literacy.

Transamerica Corporation provided space for a February meeting of the California Alliance for Literacy, a multi-sector planning body which includes representatives from the Times Mirror Company and various government and non-government literacy organizations.

AVAILABLE FROM BCEL

• More than 85,000 copies of BCEL's leaflet *Functional Illiteracy Hurts Business* have been distributed so far to local literacy programs for use in their fundraising efforts. It gives specific suggestions to business on how to help support adult basic skills programs. Programs can insert their names and addresses on the back flap. Copies are available at no cost for a modest supply but due to heavy demand there is a small per-item cost for large orders.

• BCEL's *STATE DIRECTORY OF KEY LITERACY CONTACTS* is an aid primarily for businesses that want to explore ways to provide funding or other support to adult literacy programs in their states and communities. Copies are \$5 each prepaid.

• Back issues of the BCEL Newsletter are available at no cost for up to 24 copies and at 25¢ per copy thereafter. Most issues of the Newsletter contain a feature article on an important aspect of adult illiteracy. The following may be of special interest: *CBO's: Reaching The Hardest To Reach* (April 1986); *Libraries & Literacy* (January 1986); and *The Case For Computers* (July 1985). Newsletters may be reproduced in whole or part without permission but a copy of the publication in which material is used should be sent to BCEL.

• *TURNING ILLITERACY AROUND: An Agenda For National Action* consists of two BCEL monographs which assess the short- and long-term resource needs of the adult literacy field and present recommenda-

tions for public and private-sector action. The set is available for \$10. Please send prepayment check made out to BCEL with your written order.

• *PIONEERS & NEW FRONTIERS* is a BCEL monograph which assesses the role, potential, and limits of volunteers in combating adult illiteracy. Copies are \$4.50 each; a prepayment check should accompany your written order.

• Issue One of the *BCEL BULLETIN* provides how-to-do-it information to businesses wishing to start up or consider company programs in which employees volunteer as tutors and staff for external adult basic skills programs in their communities. Copies are available at no charge. (The second issue of the *BULLETIN*, to be available by fall, will provide guidance to businesses on what to consider in developing programs of basic skills instruction for their own employees.)

The Business Council for Effective Literacy is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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Sec. & Admin. Asst.

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by

Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

The ABC and PBS television awareness campaign (Project PLUS) begun only in September has already produced major results. CONTACT Literacy Center in Nebraska, the national telephone referral system connecting potential students and volunteer tutors with local literacy programs, has been taking calls at the rate of 1,500 a day—and there is no way to estimate the presumably much larger number of calls being taken by local and state referral hotlines. At the state level, planning for literacy continues to build, with a special project of the Education Commission of the States focusing on getting helpful information to governors, state legislators, and mayors. At the national level, Congressional interest definitely seems to be growing. And in the business community, where the PLUS campaign is really helping to bring home the illiteracy problem, more and more companies have a heightened awareness of its significance, and BCEL is hearing from new ones daily.

All of this is reason for real encouragement. The other side of the coin, however, is that as tutors and students are coming forward to help and be helped in ever larger numbers, local programs of instruction are finding themselves unable to handle the growing demand. In New York City, BCEL has learned that only two weeks into the campaign, programs had to close their doors to new tutors and students because they lacked the resources to meet the increased load. Chicago reports a similar problem, and programs in communities throughout the country also face having their resources overwhelmed as the PLUS broadcasts continue to be aired at the national and local levels through next June. Many literacy programs are placing their potential clients on waiting lists but have little idea of when or whether they may be able to draw these interested people into instruction and tutoring. So substantial numbers of newly-motivated tutors and adult learners could be lost.

The message is clear. Unless added local, state, and federal funding, together with contributions from the business and general philanthropic communities, is quickly forthcoming to give planning groups and local programs major new support, much of the golden opportunity that the highly compelling PLUS campaign has created may well be diminished. This could mean that many thousands of adults in need of our help will have been offered a service that the nation is unable to deliver. PLUS is solving the awareness problem with a capital "A" and it is up to the rest of us to capitalize on it.

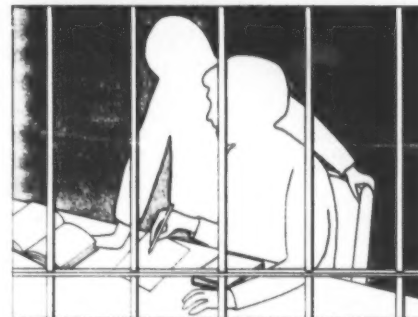
Certainly the business community can do more, and there is every sign that business support and leadership is on the increase. But the main business of business is business—and corporations cannot and should not be the major source of funding and leadership. That has to come from government at all levels. Even though some actions have already been taken in some states and urban centers and in parts of the federal government, it is still not substantial enough overall to make a significant difference. BCEL continues to work with government officials to convey this need—but clearly one of the most important things that businesses can do to help in this effort, even as we increase our own funding support for literacy, is also to press for stronger public-sector action.

I would also call your special attention to the feature article in this Newsletter issue which focuses on the literacy instruction being carried on in the nation's correctional institutions. Past issues have featured articles on the basic skills activities of our libraries, voluntary organizations, and other community-based groups that together make up the national adult literacy system. There are many compelling reasons for expanding literacy services in our prisons, and I hope you will read the article.

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BEHIND BARS



The United States incarcerates proportionately more people than nearly any other country in the western world. Spread across the nation are 47 federal prisons, more than 6,500 state prisons, and 3,500 local jails—not to speak of hundreds of juvenile retention facilities. On any given day more than 700,000 men and women are behind bars in the adult institutions alone. Included among them are enormous numbers who are either totally illiterate or whose literacy level is so low that they cannot deal with the ordinary tasks of daily life. The cost of their incarceration hangs heavily on all of us: \$15,000 a year for each inmate. With the added cost of law enforcement and prison construction, the annual bill is well over \$10 billion—and it is growing larger.

State prison populations have grown explosively in recent years, more than doubling since 1969, and there are few signs of letup as public sentiment across the nation swings toward more severe and determinate sentencing policies.

Take California, for example, where "the growth has been staggering," according to Dennis Dunne, deputy director of the Department of Corrections. "We've gone from 21,000 inmates in 1976 to 57,000 this year and we expect it'll go to 90,000 in the next five years." The state presently ranks 27th in the country for the numbers of persons incarcerated per 100,000 population and has recently authorized a construction program to house 25,000 new prisoners at a cost of \$2.2 billion. Actually, California crime has gone down in the past three years, but incarceration has gone up as legislators and judges get tougher. Still, many Californians think the system is not tough enough. Polls indicate that a \$500 million bond issue for prison construction on the November ballot will sail through. The story is the same nearly everywhere, with severe overcrowding and officials hard-pressed to keep up with the deluge of new arrivals. According to the 1986 *Corrections Yearbook*, there are presently more than 140 building projects underway or in the planning stages to create an additional 115,000 prison beds at a cost to taxpayers in the billions.

No one would argue that there is a direct causal relationship between illiteracy and crime, but a look at the broader picture points to a hot connection:

(cont'd. on p. 4)

NEWS IN BRIEF

Haigler Named Acting ABE Head

Karl Haigler, head of USDOE's Adult Literacy Initiative, has been named Acting Director of the Adult Basic Education Program, replacing Paul Delker who shepherded the ABE program from its beginnings in the 1960's.

PBS To Air GED Program

This fall the PBS Adult Learning Service will present a 43 half-hour GED public television series. Produced by Kentucky Educational Television and Mississippi Authority for Educational Television, the series is designed to help adults acquire the reading, writing, math, and general knowledge needed to qualify for a high-school-equivalency diploma. Each videotape is accompanied by a workbook that parallels the content of the program. Beginning October 25, PBS will start "feeding" the series at the rate of two programs a week until December 20. The feed, to resume on January 17 and run to April 11, is aimed at colleges, which can tape the programs off the air for use in their GED activities. There is no charge for taping, but for colleges to hold the programs for use after September 30, 1987 a prior licensing fee of \$2,500 must be paid to PBS. When issued, the license will be accompanied by a full set of print materials, including a teacher guide, computer supplies, and student workbooks in the three basic skills. For more information contact Dave Johnston at 800-257-2578.

CONTACT Still Needs Funding Help

Since the ABC and PBS broadcasts began in September, CONTACT Literacy Center in Nebraska has experienced a dramatic growth in the number of student and tutor referral calls taken. In the first two weeks alone, 35,000 calls came in (more than the number handled in the entire prior year). CONTACT, which is currently taking calls at the rate of 1,500 a day, needs substantial further funding to support this essential national telephone referral operation. Grants were given recently by IBM (\$25,000), the Department of Labor (\$50,000), ABC (\$50,000), and an anonymous donor (\$50,000). To help, call 800-228-8813.

Massachusetts Tackles Worker Illiteracy

In recent years Massachusetts has seen a dramatic increase in displaced workers unable to transfer to more demanding jobs because they lack the necessary basic skills. To begin

to address this problem, the state has provided \$300,000 for a new statewide Workplace Education Initiative. Among the project's goals are to raise business awareness of the costs of illiteracy, to provide instruction to workers that will qualify them for better jobs, and to develop model partnerships linking basic skills agencies, unions, businesses, and other groups in cooperative instructional efforts. So far six model programs have been funded. In Springfield, Easco Hand Tools and Baystate Medical Center are working with local literacy programs to provide ESL, GED, and specific job retooling skills to workers. AT&T in North Andover is working with the city's Department of Manpower Development, an adult learning center, and local unions to help assembly and production line workers overcome language and literacy barriers to job advancement. Four other programs in Metro North, Metro South-West, New Bedford, and Southern Essex rely on similar partnerships to improve worker literacy and job opportunities. For more information contact Sondra Stein, Office of Training and Employment Policy, Executive Office of Economic Affairs, Government Center, Boston, MA 03224 (617) 727-2252.

FICE Report Issued

Until now there has been no single source of information on basic skills programs and funding in the various agencies and departments of the federal government. A newly-issued report, prepared by the Washington Consulting Group (WCG) for the Federal Interagency Committee on Education (FICE), pulls this information together. The report found 79 literacy-related programs administered by 14 different federal agencies. For FY85, these programs reported a combined budgetary expenditure of \$348 million, some \$265 million of this in programs operated by the Department of Education. However, 47 of the 79 programs were unable to supply dollar figures—either because literacy is an unidentifiable part of a larger non-literacy activity or because the amounts simply are not known. Among those not reporting were JTPA, the Community Services Block Grants of Housing and Urban Development, and programs of the Veterans Administration—all known to have substantial sums committed to basic skills. Despite the report's limitations, this new information should make it easier for federal literacy activities to be better coordinated. WCG recommends several steps that FICE can take to this end. A companion volume to the main report gives a detailed inventory of the 79 programs, in-

cluding budget data where available. For copies contact Karl Haigler, USDOE, Adult Literacy Initiative, Rm. 4145, 400 Maryland Avenue, SW, Washington, D.C. 20202.

NPR Plans National Radio Project

National Public Radio has joined the literacy campaign with a series called *Perspectives on the Literacy Crisis in America*. The series will reach over 300 public radio stations across the country and consist of three half-hour documentaries on the illiteracy problem as well as five short reports on outstanding literacy programs. The documentaries include: *What Went Wrong?*, which explores the causes and costs of illiteracy; *Another Chance*, which examines alternatives open to adults who want basic skills help; and *The Politics of Literacy*, which asks government officials, legislators, educators, and ordinary citizens key questions about federal, state, and local responsibility as well as the role business and the general public should play. The national feed takes place October 28 and 30 and local stations will schedule their own air dates. The series is available at no charge with unlimited use through December 1987. Tape copies can be requested from the National Federation of Community Broadcasters, 1314 14th Street, NW, Washington, D.C. 20005 (202) 797-8911. For more information contact Audrey Coleman, Reader's Radio, 6050 Canterbury Drive, Suite F303, Culver City, CA 90230 (213) 568-9765.

Other Literacy Resources

- The computer conference sponsored by the Gannett Foundation last fall has led to a published report on the proceedings. It includes a list of software available for use in adult basic skills instruction, names and addresses of resource persons, and a list of newsletters, papers, and other materials for people in the field. The report discusses future directions in networking, software and staff development, and research. Copies are available from Terilyn Turner, St. Paul Technology for Literacy Center, 580 University Avenue, St. Paul, MN 55103 (612) 222-4464.
- The Adult Literacy and Basic Skills Unit in London, a national research and planning organization set up in the late 70's in conjunction with the BBC's adult literacy campaign, publishes a newsletter, research reports, and teaching materials that may be of interest to the U.S. literacy field. Among their publications are: *An Introduction to Literacy Teaching*, a handbook for adult literacy tutors; *Publicising Adult Literacy and Basic Skills*, a comprehensive handbook on how to reach

potential students, tutors, and funders; and *Publications and Services*, a catalog of all ALBSU materials available for sale or at no cost. Contact Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V7DA. Tel: 01-405-4017.

• *Workplace Literacy*, published by the American Management Association, is a briefing report for businesses on adult illiteracy. The volume discusses the problem, gives case studies showing how various companies have linked basic skills instruction to job requirements, and offers tips about how to design workplace instruction programs. Copies are available at AMA bookstores.

State Planners Meet Nationally

Representatives of 15 statewide literacy planning bodies were convened in mid-August in Washington, D.C. to share their own planning experiences and to lay the groundwork for a publication to help other states develop their planning activities. The meeting was organized by B. Dalton Bookseller, the Kentucky Literacy Commission, the U.S. Department of Education, and the MacArthur Foundation. Among the topics discussed were how to develop statewide planning groups; coordinating and expanding literacy delivery systems; assessment, accountability, and communications; and state-level resource development. For a copy of the final report contact Peter Pearson, Minnesota Adult Literacy Campaign, 1080 University Avenue, St. Paul, MN 55104 (612) 644-3933.

Federal Literacy Research Grants

USDOE's Office of Educational Research and Improvement has announced a competition for research grants in reading and literacy. OERI is especially interested in projects that summarize and analyze research dealing with literacy; compare how adults and children become literate and investigate adult illiteracy; examine reading skills of children from lower socio-economic backgrounds; and study how current research on literacy is being implemented. For projects of up to one-year's duration beginning after February 1, 1987, three grants of up to \$50,000 will be given. Three grants of up to \$150,000 per year will also be given for projects of up to three years' duration. Public or private organizations and individuals are encouraged to apply by November 7, 1986. For forms and more information contact Eleanor Chiogioji, Educational Research Grant Program, OERI, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, D.C. 20208 (202) 254-5786.

Promoting Basic Skills in JTPA

Three national groups—the U.S. Conference of Mayors, the National Job Training Partnership, and the National Association of Private Industry Councils—recently funded a joint project known as the Center for Remediation. The effort is designed to promote remedial education among participants in JTPA programs. During the coming year the project will conduct a national survey of current JTPA remedial programs and their need for technical assistance and outline the roles employment and training policymakers can play in community job training strategies. Seven demonstration programs will be selected to receive technical assistance and two national training conferences will be held on how to link work experience with instruction in basic skills. For further information contact Lori Strump, Director, Center for Remediation, 810 18th Street, NW, Suite 705, Washington, D.C. 20006 (202) 783-8395.

In The States

- **Boston's** police academy is developing a remedial program for recruits whose poor basic skills might otherwise cause them to drop out.
- **Kentucky's** State Parks employees participate in basic skills classes operated by the State Education Department. State employees are eligible for a 10 percent pay increase if they earn their high-school-equivalency diploma. Murray State University and University of Kentucky employees take part on released time in similar state-operated worksite programs.
- **Maryland's** State Highway Department has contracted with the Department of Education to provide basic skills instruction to employees at nine Highway Department sites around the state.
- **In Mississippi**, the Governor's Literacy Task Force sponsored a statewide adult literacy conference in September, convening more than 300 literacy planners, practitioners, and business representatives. One of four workshops given focused on strategies for involving business and industry.
- The southwest **Missouri** Adult Literacy Coalition sponsored a lunch in September to draw the area's business leaders into the literacy activities of some 24 counties in the state.
- **Vermont's** Adult Education Unit is preparing information packets to be disseminated to small businesses throughout the state, many of which are located in isolated rural communities.

HELPING PARENTS READ



Collaborations Tutoring Session

Studies show that a child's learning to read depends greatly on whether he or she has been read to when young. At present, vast numbers of parents cannot read a letter from their child's teacher, respond to school communications, or help their children with homework. They usually avoid contact with teachers and school officials. Their inability to provide an atmosphere of literacy at home and to reinforce lessons taught in school puts their children "at risk" of repeating their pattern.

Collaborations for Literacy at Boston University is a model program working to build the home-school partnership so essential for the educational progress of children. An outgrowth of the federal College Work-Study Program, the project trains qualified college students and pays them \$6 an hour to give one-to-one tutoring each academic year to some 40 English-speaking adults who are school dropouts. The instructional unit is ordinarily a team of three—the adult learner (usually a parent), a child to whom the adult reads as reading competence is gained, and the student tutor. This team works in an accessible community site at least three hours a week. The curriculum includes books and videotapes from *Reading Rainbow*, children's books about various careers, a job-related videotape series, and such real-life materials as cookbooks, driver's manuals, and insurance forms.

The project is truly a collaboration. Boston University provides tutors, faculty advisors, space, and other resources. Parents with children in Chapter I reading programs of the Boston public schools are recruited for the program. And a branch of the Boston public library offers a convenient site and a large book collection.

The project has developed a handbook for administrators and one for tutors. Each is available for \$6 with a 10 percent discount for orders of 10 or more.

(For further information contact Ruth Nickse, Boston University School of Education, 605 Commonwealth Avenue, Boston, MA 02215 617-353-4667.)

BEHIND BARS

(cont'd. from p. 1)

• A soon-to-be-released study by the National Institute of Corrections (NIC), the education division of the U.S. Department of Justice, reports that as many as 50 percent of adults in federal and state prisons cannot read or write at all. Nearly two-thirds have not completed high school. About one-fourth have not even completed elementary school.

• The majority of people in prisons are poor. The average unemployment rate for offenders prior to arrest is about 40 percent compared to the national average unemployment rate of about 7 percent (1980). Of those employed, more than two-thirds earned less than a poverty-level salary prior to arrest.

• Numerically, whites in the general U.S. population by far outnumber blacks and other minorities. But blacks, comprising only 12 percent of the general population, make up nearly half (47 percent) of the prison population. Other minorities in prison are similarly disproportionate to their numbers nationwide.

• The majority of inmates are male (96 percent). But among the 4 percent who are women, many are single mothers with two or more children, on welfare, and troubled by physical or mental ill health, drugs and/or alcohol dependence.

• Most inmates are young enough to have full lives ahead of them. In the state prisons, more than half are between 20 and 30 years old; almost one-third between 20-24.

• Eventually, 95 percent of all those in prison return to society. The average length of incarceration is 2-3 years. (But this is being extended with the growing "get tough" attitude that is leading to harsher, less flexible sentences. New federal guidelines, for example, call for convicts to serve the full term as sentenced with no time off for good behavior and no parole. At present, most federal prisoners are eligible for parole after serving one-third of their term.)

• Approximately 150,000 inmates are released each year, but a very high percentage—estimates range as high as 70 percent—will wind up back in prison within a year of their release.

Rehabilitation vs. Punishment

Social attitudes about the purposes of incarceration vary. Some believe that it is primarily for protection of the public, for deterrence, and punishment. Some believe that prison activity for rehabilitation is futile—or they see it as coddling when punishment should call for somber conditions. Others feel that being in prison is the punishment, and that rehabilitative treatment to change anti-social and criminal behavior is the *sine qua non* of a productive corrections system.

With the prison system bursting at the seams, however, these questions may be moot, or may at least need to be reframed. From a simple practical point of view, how long can we go on incarcerating more and more people? And in the end isn't the public better protected by educating and changing offenders so that they can emerge from prisons with the capacity to function as responsible members of society?

The response of some jurists, educators, members of Congress, and other concerned citizens in recent years has been to advocate legislation, policies, and funds for effective correctional educational programs. "We cannot afford to incarcerate the same people again and again without giving them the skills to function outside prison," former U.S. Secretary of



High-School-Equivalency Class at Ray Brook Prison, N.Y.

Education Bell said in 1983 as he committed his department to the goals of correctional education. But various pieces of legislation to support these goals have failed to get through the Congress.

Elsewhere a search for solutions has led to new alternatives. Governor Gerald Baliles of Virginia recently announced a "no reading, no release" policy for all Virginia inmates. District Attorney Mario Merola, in New York City's Bronx County, concerned that the court system is a revolving door, has established a program in which defendants are tested and, based on the results, provided with tutoring in reading, writing, math, and speech, along with psychological counseling and vocational help. The program operates as an alternative to incarceration for defendants charged with less serious crimes whose cases are pending before the court. It marks the first time that a district attorney's office has taken an aggressive educational role.

Former Chief Justice Warren Burger, a leading spokesman for the concern about the costs and benefits of warehousing prisoners, has repeatedly recommended that "every inmate who cannot read, write, and do simple arithmetic be given that training, not as an option but as a mandatory requirement." Indeed, in the federal prison system, it is a requirement. Every inmate who reads below an 8th-grade level (recently raised from 6th grade) must have instruction in basic skills for at least 90 days. Other goals in federal education and training are that every inmate capable of doing so earn a high school diploma or its equivalent by the time of release, and that everyone without a work skill be given training to qualify for post-release work in a career-oriented occupation. The federal prison system is distinguished in many ways for its educational and administrative innovations—even to having artist-in-residence programs. But only a small portion of the total national inmate population is confined in federal prisons, less than 10 percent at present. In the state prisons, where the vast majority are, the picture is quite different.

State Prison Programs

While academic and vocational programs exist in most state prisons (few in jails), they have been unable to address more than a fraction of the need. As of 1983, the last year for which reliable figures could be found, fewer than 12 percent of the total prison population had access to basic and vocational education. On the average, less than a third of inmates were in educational programs of any kind. In general, the states were spending 5 percent of their total correctional budget on all inmate education—leaving a huge gap between the needs of inmates and the availability of programs. (Of the 5 percent typically spent by a state, about 1.5 percent comes directly from the state; the remainder comes from various federal agencies.)

In the absence of any federal policy-setting requirements, each state operates on its own. There is no coherency in overall philosophy, standards, or procedures. Some states require all inmates to work. Others offer a choice of work or school. Still others provide flexible schedules so that inmates can participate in both. Some states require neither work nor school attendance, with large numbers of inmates spending their time in idleness, a frequently-cited cause of riots and disturbances. The result is tremendous variation from state to state, and even among institutions within a state, in the level of service provided, degree of participation in work and school activities, and provision of incentives and compensation.

Governance patterns vary as well. In most cases the department of corrections has charge of education—sometimes contracting with ABE, community colleges, vocational-technical schools, voluntary programs, and community-based organizations to deliver services. In other cases the department of education is in charge. In 10 states, school districts have been established solely to serve correctional institutions, thereby assuring that they do not have to compete with other education programs for funding. Elsewhere, especially where juveniles are involved, joint responsibility may be shared by various departments including mental health and social services.

What it comes down to is that in a few state prisons education programs are highly developed, in most they are meager at best, and others range in between. In many instances, what is reported as "a program" may be no more than a workbook handed to a prisoner to use in his or her cell and an occasional meeting with an instructor.

The heart of the matter is that local philosophy shapes the program: "Is it intended as a means of maintaining order and control, an antidote to debasing idleness, a way to help reduce recidivism rates, or of seeing to some human needs a civilized society considers basic?" asks NIC's forthcoming report *Making Literacy Programs Work: A Practical Guide for Correctional Educators*. But even where there is conviction in the redemptive value of education, the impediments that stand in the way are mighty.

"Correctional education," as one observer puts it, "is often tolerated by the custodial staff, ignored by the treatment staff, apologized for by the education department, and underfunded by management."

Here are some of the major obstacles as reported to a Senate committee by John Nuttall, assistant director of education in New York State's Department of Correctional Services:

• Money. Spending money on prison programs is not popular. In many states penal education is not a priority, though there are now signs that this may be changing for the better. In the meantime, lack of suf-

ficient resources makes a full-fledged attack on the matter very difficult and perhaps impossible.

● **Inmate Movement and Turnover.** In addition to overcrowding, which probably has the greatest impact on attempts to provide consistent rational programming, there is constant movement of inmates from facility to facility. This grows from efforts to move inmates from rural, high-security facilities to lower-security facilities nearer their homes in urban areas as they progress through their terms. In New York, the average stay in any one place stands at 4 to 5 months. Most maximum-security facilities turn over their entire inmate population 2 to 3 times a year.

● **Lack of Motivation.** The constituents themselves are a major obstacle—alienated by a history of failure and frustration in a variety of school, family, and occupational settings. Lacking faith in the education system, it is difficult to recruit and retain them in literacy programs. "When an inmate looks at the options he has to occupy his time while incarcerated, education is often the least attractive," notes Nuttall. "If you work in the laundry you can be sure of clean, well-pressed clothes. If you work in the kitchen, you eat well. If you're in school, you often have to 'lock in' in a part of the prison where you don't want to be. And if you work in a prison industry, the pay is higher and it's more like the real world."

(In New York State, prisoners in education programs are paid, but at a lower rate than if they worked in a skilled maintenance job or a prison industry.) In education, an inmate can earn between 95¢ and \$1.05 a day; in a skilled maintenance job, \$1.45 to \$1.55 per day; and in an industry job, up to \$3.90 for a 6-hour day. For many inmates, especially those without other means or families to help them, the pay differential can be significant, making the difference between having enough to buy cigarettes or other small pleasures or not.)

● **Recruitment and Incentives.** The number of inmates who enroll in education often relates to the kind of efforts made to recruit them. Often the efforts are minimal because, prison officials say, program funds are minimal or nonexistent. Conversely, several places use a variety of incentives to attract and retain students. These are best epitomized in the federal system where education achievement is linked to higher-level and better-paying jobs in prison industries; eligibility for vocational training and special privileges such as time off for good behavior; small monetary awards for students who achieve a third-grade reading level (\$10 or \$15); and graduation ceremonies, sometimes in cap and gown, with diplomas awarded.



Literacy Graduates at Otisville Prison, N.Y.

The following letter from Mildred Kaplan, a volunteer at the New York State Bedford Hills Women's Prison, conveys the meaning and flavor of such recognition ceremonies:

"An air of excitement pervaded the gym where the graduation was to take place. . . . The procession of graduates was about to begin. Dressed in blue caps and gowns, the women marched forward to the strains of Pomp and Circumstance played on the electric piano by one of the inmate musicians. We looked toward a sea of black, white, and hispanic faces, smiles flashing. . . . The prison superintendent expressed her pleasure in what all the women had achieved for themselves under adverse circumstances. The high school valedictorian gave voice to the underlying theme for so many of the women, 'I didn't do well in school when I was young on the outside. It wasn't until I took a course here that I realized I had the ability to do well in school and so I continued.'"

"The women's prison chorus had sung lustily in four-part harmony. The superintendent invited us all to join in the last three choruses. By the end, some of the audience had linked arms. I turned to look at the young woman behind me and saw her brushing away tears. At the recessional, the little girl who was with her cried out, 'There's my mommy.' As the women came through the line, we broke ranks, reaching toward, hugging the women we knew. There was Ginny who had failed her high school equivalency test twice but who persisted and ultimately succeeded. She was beaming. And there was T.J., who had six children by the time she was 22 and had to struggle long and hard with herself to feel that getting a degree could still matter to her."

Programs That Work

A national survey included in the (excellent) NIC report identifies a number of exemplary prison programs. Among them are Colorado's Buena Vista Correctional Facility, Kansas State Industrial Reformatory in Hutchinson, Lebanon Correctional Institution in Ohio, Maryland Correctional Institution at Jessup, New York's Mt. McGregor Correctional Facility, Muskegon Correctional Facility in Michigan, Petersburg Federal Correctional Institute in Virginia, and the Washington Corrections Center in Shelton, Washington.

"The best programs," the report states, "have teachers/tutors thoroughly trained in reading, with special programs targeted to inmates reading at the 0 to 3rd-4th grade level. Most programs have some kind of ABE offering that focuses on literacy although not always with specific programs for the poorest readers. A little over a tenth of the institutions . . . have no educational opportunities or only part-time tutoring for those inmates at the lowest literacy levels. About two-thirds of the programs have integrated their basic skills programs with vocational and/or life skills training, have an explicit and coherent philosophy, and report some kind of cooperative working relationship with prison administration and security staff. Almost all do some kind of assessment."

As for the outstanding areas of need: "Over half of the programs described do not have any programs for special education (handicapped) students or non- or limited-English speakers. Lack of a focus on transition to release and little or no link with outside businesses or the community occur in about 40 percent of the programs. Finally, there is indication of a need for staff development, especially in literacy training. At least 40 percent of the institutions did not report any kind of staff development program."

A Role for Business and Industry

Local businesses and industry can offer certain inmates individualized on-the-job training or trade/craft apprenticeships. They can provide volunteer

tutors from among their own employees; speak to inmates about employment skills and career decision-making; and participate in job and training fairs, life skills and vocational education classes, special workshops, and the like.

(For information on how apprenticeship programs are set up and carried out, readers may want to refer to a set of policies developed by the Michigan Department of Corrections. For this material, contact Diane Spence, Director, Michigan Department of Corrections, 3222 South Logan, Lansing, Michigan 48913. A detailed guide on apprenticeship programs for women is also available from the U.S. Department of Labor, Women's Bureau.)

In Sum

The cause of penal education continues to be an uphill climb but there is discernible forward movement. Seven states have adopted some form of mandatory basic education and in others the subject is under discussion. Since 1984, \$4 million has been obligated through NIC for technical assistance and grants to state prisons. Looking to the benefits of technology, a considerable portion of these funds has been granted to study the state of computer-assisted instruction in prison settings, and to help educators acquire the know-how and means to establish or improve CAI programs. Still another effort is being mounted by South Carolina Educational Television to develop video instructional materials for incarcerated persons.

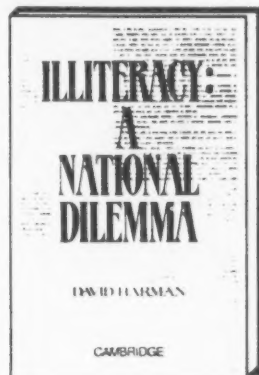
While these and similar activities are significant, they also are few and far between. The central issues remain to be tackled. "What we need most," says Stephen Steurer, executive director of the Correctional Education Association, "is a global piece of legislation that would help set the tone for national reform and provide a clear policy to guide program planning and standards at all levels. Money is urgently needed, too. Right now there is no legislation that provides funds strictly for correctional education. The states have to use bits and pieces out of any legislation they can find that in one way or another impinges on basic skills."

Moreover, "there is no central agency responsible for gathering information about corrections education, so that it is extremely difficult to get a handle on the whole picture. We've got to take a look at the programs that work and see how and what's being taught. What gains are being made beyond the simple achievement measures? What about the effect on self-worth? Does the development of literacy provide something meaningful for the inmate when he returns to society or is it a major building block on which other educational efforts need to be founded? And how does literacy fit into the continuum of education for the job and social skills needed to survive on the outside?"

Sylvia McCollum of the Federal Bureau of Prisons notes that: "In our system, we do a fairly good job of assisting the individual to get ready for a positive lifestyle on release. We spend thousands a year on that. But once the person leaves, everything can fall apart. There's no unemployment insurance, isolation from the mainstream, no support system. Agency services are fragmented and uncoordinated."

Steurer adds that: "It's not enough for decisions about the correctional and rehabilitative process to be made by security and other treatment staff—which is often the case. Correctional educators need to be much more closely involved in the decision-making."

BOOK REVIEW



• *Illiteracy: A National Dilemma* is a comprehensive in-depth analysis of adult illiteracy by David Harman of Columbia University. It brings needed perspective to many major aspects of the U.S. illiteracy problem. Harman gives a detailed historical account of how the requirements for literacy have changed from medieval times to the present, ending with a focus on the uses of and need for literacy in modern America. He examines social changes that have occurred in the world community and the U.S. and how and why this has resulted in the requirement for higher and higher levels of literacy. One main purpose of the book is to sort out conflicting definitions of literacy, an endeavor of some significance because definitional confusions account for wide-ranging estimates on the severity of the problem. Harman gives major attention to showing why there is or can be no single definition or standard. "Functional" literacy, for example, needs to be understood as more than the mechanical ability to read and write. Cultural and social factors (which differ among particular individuals and groups) play a central role in determining how and whether particular skills are used and needed—i.e. reading and writing skills have value in direct proportion to whether they enable individuals and communities of people to *do* something they need and want to do in the milieu in which they live and work. In brief, literacy has meaning only in specific contexts within specific national settings—and understanding the context is essential to designing programs that work and that will attract and hold people most in need of them.

One chapter of the book examines the various approaches presently used for measuring adult literacy levels. Harman looks at the

strengths and weaknesses of each, showing that the prevailing practice of using school-grade completion data is least suitable. The assumed role of the schools in producing illiterate adults is also examined. Harman argues that schools are unfairly blamed for the current high illiteracy levels. He then goes on to examine the role that schools, the family, the community, and the media do and can play. Ultimately, Harman's goal is to establish that the U.S. illiteracy problem cannot be solved by "quick-fix" solutions.

(This book will be available in January 1987 for \$11.95 from Cambridge, The Adult Education Company, 888 Seventh Avenue, New York, NY 10106 800-221-4764.)

• *Literacy: Profiles of America's Young Adults*, A National Assessment of Educational Progress study by Irwin Kirsch and Ann Jungeblut, provides important new information about literacy levels among the nation's youngest adults. For the study, 3,600 people aged 21-25 were tested for 90 minutes in their homes—performing a variety of functional tasks dependent on reading, math, and comprehension.

The study found that 5 percent of the group could not read above a fourth-grade level. This translates into more than a million young adults, of whom 440,000 were found to be totally illiterate. The report also found that 20 percent of the group cannot read past the eighth-grade level and that 40 percent perform between the eighth- and eleventh-grade level. Given the increasing complexity of job and social requirements, these findings point to a major national problem.

Even more disturbing are the illiteracy rates for minorities, especially young blacks. Some 20 percent of young black adults were found unable to read to a fourth-grade level, 30 percent read only between fourth- and eighth-grade level, and 50 percent read between eighth- and eleventh-grade level. The percentages for young Hispanics are also disproportionately high. The problem among minority youth takes on special urgency, the study stresses, because minorities will make up a much larger segment of this age group in the coming years.

The 21-25 year-old age group represents a large portion of the pool of persons available for new hire and it is clear from the report that the nation faces a formidable challenge in meeting their needs. It should be noted that the study's findings cannot be extrapolated to adults over 26 whose basic skills problems are likely to be even more extensive.

(The report is available for \$14 from NAEP, CN 6710, Princeton, NJ 08541, 800-223-0267.)

CORPORATE LITERACY ACTION

INAME/AAA

The International Newspaper Advertising and Marketing Executives (INAME), together with the American Academy of Advertising, has invited college students whose professors belong to either organization to create literacy newspaper ads designed to reach potential nonreaders through their friends, co-workers, and relatives who do read and see the ads. National winners will be chosen at INAME's winter sales conference January 27-30 in Miami. Three winners will receive cash prizes with matching sums awarded to the departments in which their professors teach. Copies of the winning ads will be sent to newspapers and publishers throughout the country.

(For more information write to Susan Schoebel, INAME Foundation, PO Box 17210, Dulles Airport, Washington, D.C. 20042 or phone 703-648-1168.)

FAMILY CIRCLE/CPDA

Family Circle and the Council of Periodical Distributors Association (CPDA), representing distributors of magazines and books in the U.S. and Canada, have joined forces to highlight the importance of local individual efforts in the fight against illiteracy. On September 8, International Literacy Day, the "Leaders of Readers" Recognition Awards program was launched. Announced in the October 1 issue of *Family Circle*, readers are invited to enter a competition by describing in 250 words or less reading problems they identified in their communities and creative steps taken to correct them. Cash awards, provided by CPDA, and a donation of reading materials from Warner Publisher Service, will be given to 24 recipients by the Library of Congress in 1987.

(For more information contact June Tauber Golden, Family Circle, 488 Madison Avenue, New York, NY 10022.)

B. DALTON BOOKSELLER

B. Dalton Bookseller continues to play a leading role among private sector organizations in the fight against illiteracy. In September 1983 B. Dalton launched a 4-year \$3 million National Literacy Initiative concentrated on three main areas: adult literacy, motivational reading programs for children and youth, and integrating literacy with the com-

pany's overall business plan by involving its employees and bookstores, other corporations, and the general public. B. Dalton has made great strides toward all three goals. It also has played a key role in developing statewide planning as well as legislative and other activities at the national level.

Between 1983 and 1985 B. Dalton made 347 grants totaling over \$2 million. In 1985 more than 115,000 adults received literacy services in some 400 communities as a result of company grants. Last year's grants ranged from \$500 to Oakton Community College in Illinois for volunteer in-service staff training to \$150,000 for 10 new programs on the third season of PBS' *Reading Rainbow*. The company also has been very successful in involving its own employees and bookstore

managers in the campaign for literacy. So far, more than 500 employees have volunteered in some capacity for adult and youth literacy programs and nearly 100 employees are serving on the boards of various local literacy organizations.

GANNETT FOUNDATION

The Gannett Foundation has become a major private-sector presence in the literacy field. Since 1980 Gannett's funding of adult literacy has totaled some \$1.7 million with \$1.1 million of this granted in 1985 and 1986. Gannett has taken a special interest in voluntary and community-based programs, and is providing major leadership in developing the role of computers for adult basic skills instruction. In a highly significant new devel-

opment, the Foundation recently announced a two-year \$2 million state-level competitive grant program to tackle one of the nation's most pressing needs—promoting state leadership and planning for adult literacy. Grants of \$40,000 to \$100,000 will be awarded in late February 1987 for the best proposals to launch or expand statewide literacy coalitions, multi-agency activities, or state government efforts. No state will receive more than one grant. Possible renewals and new grants will be awarded in 1988. Most non-profit groups and state agencies are eligible and proposals must be postmarked no later than December 31, 1986.

(For applications and information contact Christy Bulkeley, The Gannett Foundation, Lincoln Tower, Rochester, NY 14604, 716-262-3315.)

WHAT OTHER COMPANIES ARE DOING

New contributors to the Business Council for Effective Literacy are: **Arcata Graphics**; **Bernstein Foundation**; **Billboard Publications**; **CBS Educational & Professional Publications**; **R.R. Donnelley & Sons**; **Elsevier Publishing Company**; **The HCA Foundation**; **Hearst Corporation**; **The Hitachi Foundation**; **Kiplinger Washington Editors**; **Little Brown**; **Marcel-Dekker Inc.**; **Moore Business Forms**; **Peterson Publishing Company**; **Veronis, Suhler & Associates**; and **Westvaco Corporation**.

Bantam Books, **Random House**, **Intermountain Booksellers Association**, **Meredith Corporation**, **Price/Stern/Sloan Publishers**, **Houston Area Booksellers Association**, **Innovations of Dallas**, **Facts on File Publishing**, **Follett Corporation**, **Loiry Publishing House**, and **Carol DeChant & Associates** are recent contributors to the "Give the Gift of Literacy" campaign being conducted by the American Booksellers Association, the National Association of College Stores, and the Canadian Booksellers Association. **Ernst & Whinney**, **Process Displays/Printing**, **Dennison National Company**, and **Creative Photo Craft** have given various forms of in-kind help to the campaign.

Bauerlein Meats (MD) has recently provided funding to the Literacy Council of Carroll County.

The **Benton County (AR) Democrat** is offering a year's subscription to any Beaver Lake Literacy Council student who completes the Laubach Skill Book 3.

C & P Telephone has for the past three years worked with Push Literacy Action NOW to keep its customer print materials at a reading level understandable by its Washington, D.C. customers with low-level reading skills.

Campbell-Hansfield Company (KY) grants a \$50 bonus to its Leitchfield employees who earn a high-school-equivalency diploma.

Chrysler Motors, **K-Mart Corporation**, **Kroger Company**, and **McDonald's** are sponsoring a televised basic skills series for the Detroit viewing area.

The **Coca Cola Company** of Charleston (SC) donated one of its billboards to publicize the efforts of the local Trident Literacy Association.

Druther's Restaurant (KY) offers a 50 percent lunch discount to volunteers attending tutor training workshops in Taylorsville.

Federal Express; **The Memphis Commercial Appeal**; **Memphis Light, Gas, & Water**; and **Memphis Magazine** underwrote the costs of the Laubach Literacy Action convention in Memphis in June.

Fry, Hammond and Barr, Inc. underwrote the costs of printing brochures for the Florida Literacy Coalition.

General Electric and **Ford Motor Company** have been working with the Jefferson County Adult Basic Education program to set up basic skills programs for employees in their Louisville (KY) plants. **General Motors** runs an employee basic skills program at its Ypsilanti (MI) Hydramatic plant.

B.F. Goodrich Company's CEO, John Ong, spoke on the importance of employee basic skills at a September conference of the **National Alliance of Business**.

Goodyear Aerospace Corporation in Berea (KY) reimburses the educational fees of all employees and their immediate families studying for their high-school-equivalency diplomas. **Holley Automotive**, **Southeast Coal Company**, and **Sheller-Globe Corporation** reimburse fees of employees enrolled in the Kentucky Educational Television high-school-equivalency program.

GTE Foundation has awarded \$135,000 to Literacy Volunteers of America to underwrite the revision of READ ON!, a reading-instruction series for adults. In Kentucky, GTE has announced that it will award \$1,000 to any local literacy council in which an employee volunteers.

Gulf + Western Foundation has made four literacy grants under its 1986 Major Awards Program. Funds went to Chicago's Austin Career Education Center (\$50,000) and PACE Institute (\$120,000) to the national Laubach Literacy office (\$147,000), and to Youth Health Service in Elkins, WV (\$130,000).

Kingsford Charcoal operates a continuing education center for employees and their families at its Burnside (KY) facility.

Monroe Auto Parts offers an on-site high-school-equivalency program to employees in its Paragould (AR) facility. One participating employee was featured in the PBS documentary, *A Chance To Learn*.

MONEY Financial Services purchased a set of tutor training videotapes for each of the 50 LVA affiliates in New York State. Along with **American Cable-Systems**, **MONEY** also funded the "Run for Literacy" awareness-and-fundraising event held recently in Sing Sing Correctional Facility. LV of Westchester operates a tutorial program in the prison with tutoring provided by both inmates and outsiders. "Run" generated funds for the

program in the form of pledges from corporate and individual sponsors.

Newport News Shipbuilding has begun a basic skills program for employees in its Virginia facility.

The New York Community Trust recently made a grant to the literacy program of the Dunganon (VA) Development Commission.

Pacific Power and Light sponsors a basic skills program for employees at its Spring Creek Coal Company facility in Wyoming.

Richdale Stores and **North Shore News** provided a Lynn, MA adult reading program, *Operation Bootstrap*, with 30 percent of the proceeds from sales of *A Catskill Eagle*, the latest in the popular Spenser detective novel series by author Robert Parker. Copies of the novel, which evokes special interest among area residents because familiar local settings are featured, were also donated to the program for use as "high interest" reading material.

Scripps Howard Foundation recently announced a grants program for literacy programs operating in communities where the company has facilities.

Sears, Roebuck and Company provided funding for and was represented on a literacy panel instituted this summer by the Education Commission of the States. ECS has embarked on a project to more effectively bring literacy information to the attention of governors and state legislators.

The Songwriters Guild of America has collaborated with Literacy Volunteers of America to sponsor a "Pro-Am Song Contest" in which professional and amateur songwriters will produce musical pieces promoting literacy.

Toyota announced that employees in its new Kentucky plant will require a high school diploma or equivalent. As a result, local ABE program enrollment grew from 11 to 180.

Tyson's food processing operation in Rogers (AR) has granted released time to employees wishing to enroll in the literacy tutorial program of the Beaver Lake Literacy Council.

Wal-Mart Stores will pay the costs incurred by employees who successfully complete the PBS-televised high-school-equivalency series developed by Kentucky Educational Television. Wal-Mart also provides partial funding for the series itself and is promoting awareness among customers and employees in its 898 stores nationwide.

Western Massachusetts Electric publicizes the efforts of local Literacy Volunteers affiliate programs in the monthly statements mailed to its customers.

AVAILABLE FROM BCEL

• Issue 1 of the *BCEL Bulletin* is a how-to-do-it guide for businesses wishing to start up or consider employee volunteer literacy projects as a way to assist literacy programs in their communities. Practitioners and planners in the field may also find the publication useful. Copies are available at no cost for up to 6 and at 25¢ per copy thereafter. (Issue 2 of the Bulletin, *Developing A Basic Skills Program For Your Own Employees*, is scheduled for publication later this year.)

• More than 100,000 of BCEL's leaflet *Functional Illiteracy Hurts Business* have been distributed so far to local literacy programs for use in their appeals to business. It gives specific suggestions to business on how to help, and programs can insert their names and addresses on the back flap. Copies are available at no cost for up to 25, and at 5¢ a copy thereafter.

• Back issues of the *Newsletter* are available at no cost for up to 6 copies and 25¢ per copy thereafter. Newsletter articles may be reproduced without permission, but must be reproduced in whole. A copy of the publication in which material is used should be sent to BCEL.

• BCEL's *State Directory of Key Literacy Contacts* is an aid for businesses that want to explore ways to provide funding or other help to adult literacy programs in their states and

communities. State and local planning groups may also find the directory useful. Copies are \$5 each.

• **TURNING ILLITERACY AROUND:** *An Agenda For National Action* consists of two BCEL monographs which assess the short- and long-term needs of the adult literacy field and present recommendations for public- and private-sector action. The set is available for \$10.

• **PIONEERS & NEW FRONTIERS** is a BCEL monograph which assesses the role, potential, and limits of volunteers in combating adult illiteracy. Copies are \$5 each.

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved your order must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added.

The Business Council for Effective Literacy is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide guidance to the business community on the opportunities for involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

BCEL Professional Advisors

William Bliss
Center for Applied Linguistics

Jeanne Chail
Director, Reading Lab
Graduate School of Education
Harvard University

Helen Crouch
Executive Director
Literacy Volunteers of America

Paul Delker
former Director, ABE
U.S. Department of Education

Iris Elfenbein
Director
Teacher Education Program
American Council of Life Insurance

David Hargreaves
Executive Producer
British Broadcasting Corp.

David Harman
Professor of Education
Teacher's College
Columbia University

Judith Koloski
Executive Director
American Association of Adult
& Continuing Education

Marti Lane
Coordinator
Volunteer Reading, Aides Program
Lutheran Church Women

Lane Murray
Superintendent
Windham School District

Julia Palmer
President
American Reading Council

Roger Parent
Deputy Executive Director
American Library Association

Elaine Shelton
President
Shelton Associates

Dorothy Shields
Director
Education Programs
AFL-CIO

Wood Smethurst
Director
Reading Center
Emory University

Tom Sticht
President
Applied Behavioral and
Cognitive Sciences Corporation

Linda Stoker
Director
Technology Readiness Programs
Polaroid Corporation

Peter Waite
Executive Director
Laubach Literacy

Mary Greich Williams
Director
Adult & Continuing Education
Indiana Dept. of Education

Chris Zachariadis
Executive Director
Association for Community
Based Education

BCEL Officers & Staff

Harold W. McGraw, Jr.
President

Dan Lacy
Vice President

Gail Spangenberg
Vice President &
Operating Head

Paul Jurmo
Program Associate

Dianne Kangisser
Research Associate

Ruth Weinstock
Research Associate

Bess Heitner
Researcher/Writer

Mary Keenan
Exec. Sec. & Admin. Asst.

Almaz Lee
Sec. & Admin. Asst.

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

This issue of our Newsletter marks BCEL's third birthday, and frankly we're rather pleased about that for we feel we've added a dimension in the battle to reduce functional illiteracy and that we've made an impact. Much has happened in these three years and, while BCEL can hardly take credit for much of it, it is gratifying to know we've helped.

Three years ago, there were thousands of professional and volunteer literacy providers in the field, but to millions of their fellow citizens their efforts and the scope of the problem they were facing were too little known and too little supported. Fortunately, we have

seen continued growth in the number of providers, but, as importantly, there have been real advances in awareness of the need and in the committed resources of states, cities, businesses, and general foundations to support them.

There is so much remaining to be done, however, that even in marking birthdays there is no room for complacency. But it is a time to reflect on the strides that have been made which serve us all as a stronger base on which to keep building the additional literacy services still so badly needed for today and tomorrow. And while much of BCEL's efforts are aimed at convincing business to get involved and to support providers in the field, this is perhaps an opportune time and place to remind the business community that even a relatively small birthday present to BCEL will help tremendously toward ensuring the

continuation of our work in the coming year.

One of the biggest challenges facing business is their need for qualified entry-level workers. The demographics have created a substantial decrease in the youth entry-level population of just a few years ago, and refugees and immigrants arriving at the rate of a million a year represent a major change in the composition of the pool of persons available for entry-level jobs. At the same time, the requirements for basic communication and literacy skills are increasing in most such jobs, especially in the faster growing service industries. For these persons to fill and hold the jobs that will be needed, businesses will have to take a more active role in developing basic skills and language instruction, both internally and through external educational partnerships, as discussed in the feature article of this Newsletter.

LITERACY IN A NEW LANGUAGE

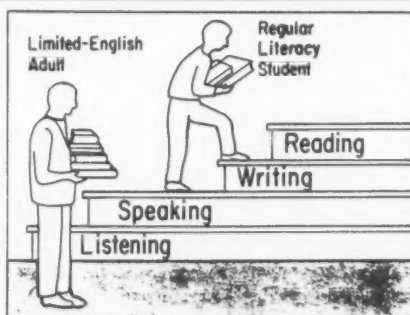
In the months since the rekindling of the Statue of Liberty's torch, a landmark immigration bill has been signed into law, a movement to declare English the official national language has won a major electoral victory in California, and tens of thousands of adults who can't speak English have been turned away from overfilled classes throughout the country.

Immigration and the role of English are issues very much on the minds of Americans as 1987 begins, and they promise to increase in prominence and urgency as demographic forces dramatically alter the population and the economy in the coming years.

The new immigration law offers legal status or amnesty to aliens who can prove they entered the U.S. before 1982. The Immigration and Naturalization Service estimates that up to 2.6 million of the 6 million or so illegal immigrants residing in the country will be eligible. The law also provides penalties for employers who knowingly hire illegal aliens in the future. Many believe this feature will help the country regain control of its borders by reducing work opportunities for illegals (while others point to the need for the cheap labor of illegals who fill jobs scorned by Americans). Some experts question, however, whether this will happen, claiming that the new law will actually increase the flow of legal immigration as millions of relatives are permitted to join their newly-legalized family members.

English-Only Laws

In November, California voters by a 3-to-1 margin approved a constitutional amendment declaring English the official state language. Few would argue that the U.S. should remain an English-speaking na-



tion, but the law's opponents fear that newcomers without language skills might be denied essential support from public assistance services due to the lack of bilingual personnel. The tone of last year's campaign for the amendment has also caused concern, with some observers suggesting that the campaign was not pro-English as much as anti-immigrant, which they equate with nativist movements decrying the waves of Germans, Irish, Italians, Jews, and others who came earlier to our shores.

Ironically, "English-Only" laws in California and elsewhere have not included provision for funding English-language instruction. Nationwide, the demand for classes far exceeds the supply. Education officials in Los Angeles estimate, for example, that up to 40,000 adults will be turned away from classes this year. In New York City, about 6,000 are on wait-lists for English classes, and substantially larger numbers may have been "lost" because most providing groups don't bother or aren't able to maintain wait-lists. This state of affairs exists, according to Marian Schwartz, the Mayor's Coordinator for Youth Services, despite the fact that "the system has tripled its capacity in the past three years."

Recent reports further illustrate the scale of the prob-

lem. A survey released recently by the U.S. Department of Education has found that 37 percent of adults classified as illiterate don't speak English at home. Of those, 82 percent were born outside the U.S., 21 percent entered the country within the past six years, and some 42 percent are living in neighborhoods in which a language other than English is predominant. The most staggering finding is that up to 86 percent of the non-English speakers who are illiterate in English are also illiterate in their native language. Another study, by the National Assessment of Educational Progress, reveals dramatically lower literacy levels among minorities and half of those whose literacy skills were too limited for the study's simulation tasks were young adults unable to speak English.

That attention is focusing more and more on the circumstances of limited-English speakers is timely because this segment of the population is growing rapidly in size and importance. Up to one million persons, including undocumented entrants and refugees, are entering the country every year. Legal immigrants come primarily from Asia, Mexico, Central and South America, and the Caribbean, and a full 75 percent of undocumented entrants are from Mexico (50 percent) and Central and South America.

(cont'd on p. 4)

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NEWS IN BRIEF

VISTA Literacy Corps Set Up

Two million dollars was recently appropriated by Congress to VISTA for literacy activities in 1987. VISTA, the national anti-poverty agency that serves people of all ages and economic levels throughout the country, currently has 600 volunteers working in 112 literacy programs in 40 states. The new funds will be used to establish a VISTA Literacy Corps that would train new community volunteers to tutor adult non-readers. The Corps will focus on programs operating in underserved areas with the highest concentration of illiteracy and people living at or below the poverty level; projects teaching reading at 0-4 grade levels to high-risk populations and parents of disadvantaged children between the ages of 2 and 8; and statewide programs that encourage the development of new literacy efforts. Guidelines on the new Literacy Corps will be available this month. For more information contact Shelly Reed at the national VISTA headquarters, 806 Connecticut Avenue, NW, Washington, DC 20525 (202) 634-9445.

NAB Retraining Project Launched

Broadcasters are often in a unique position to overcome barriers to social change and be catalysts for community action on such issues as basic skills. With this in mind, the National Association of Broadcasting has received government funding for a study on how to reach and motivate semi-skilled or low-level workers who are likely to lose their jobs as their skills become outdated. The first part of the study will focus on working people who on their own have tried to learn new skills or recently changed jobs. These individuals will be interviewed to find out why they sought help, what obstacles they encountered, how they implemented their decisions, what factors influenced them, and what advice they would give others in their situation. The study will then develop "selling themes" to motivate workers who have not yet considered retraining. The project will mobilize local support by organizing retraining task forces, initially in five test markets, drawn from business, labor, education, and civic organizations. One agency in each community will act as coordinator. Once the area's needs and agenda have been defined, local broadcasters will launch an intensive public awareness drive on radio and television. This will be followed by a sustained public service campaign to publicize the retraining programs available in each commu-

nity and to encourage local workers to participate. For further information contact Don LeBrecht, Executive Director, Broadcast Industry Council to Improve American Productivity, National Association of Broadcasters, 1771 N Street, NW, Washington, DC 20036 (202) 429-5330.

Targeted Jobs Tax Credit Renewed

The Targeted Jobs Tax Credit program, which trains hard-to-employ people in basic skills while they work at entry-level jobs, encourages employers to hire these individuals by offering a federal tax credit of up to 40 percent of the first \$6,000 in wages earned by an employee for one year of work. Employers can also take an 85 percent credit on the first \$3,000 of summer employment wages. The Senate recently approved an amendment to its 1987 spending bill that would provide full funding for this program and Congress has approved a three-year extension of the TJTC as part of its tax reform package.

Illiteracy in the Civil Service

The Civil Service Employees Association, representing 300,000 workers in New York, recently commissioned a study to assess the reading and math levels of its members working in state government. The study found that 39 percent of the workers functioned below an 8th-grade reading level and 21 percent below 6th-grade. Math levels were significantly lower. Plans are being made to develop a reading skills program for civil service employees in New York State. Locations have not yet been selected. Contributions will be sought from private industry and foundations to help support the project. For more information contact Diane Wagner, Governor's Office of Employee Relations, Corning Tower, 23rd floor, Albany, NY 12223 (518) 473-3939.

Fund for Literacy Development

The groundwork for a major federal literacy effort was laid by Reps. William Goodling and Augustus Hawkins who recently introduced the National Fund for Literacy Development Act (H.R. 5607). The bill would authorize \$5 million of seed money toward a national pool of literacy funds to be maintained with private contributions. The fund, which would give grants to local organizations for literacy activities, would be run by an 11-member national board of public figures drawn from politics, sports, business, and education. Reps. Goodling and Hawkins will be working on this bill, as well as on other literacy initiatives, in their role as leaders of the Congressional Task Force on Illiteracy. For more information contact Elaine

Wicker, The Congressional Clearinghouse on the Future, Room 555, House Annex #2, U.S. Congress, Washington, DC 20515 (202) 226-3434.

Year of the Reader

President Reagan has signed a resolution declaring 1987 the "Year of the Reader," encouraging "programs, ceremonies, and activities aimed at restoring the act of reading to a place of preeminence in our personal lives and in the life of our Nation." More than a dozen agencies including the American Booksellers Association and the American Library Association will use this slogan as their 1987 theme. The *San Francisco Chronicle* has helped set up an office to plan and coordinate "Year of the Reader" activities. Projects at the regional and local level are being developed by statewide book offices affiliated with the Center for the Book of the Library of Congress.

In the States

- **Colorado** Literacy Action continues as the coordinating agency for volunteer literacy efforts statewide. In two years, the number of volunteer programs has expanded from five to twenty. Earlier this year, a Colorado Council for Literacy was formed, with membership including the Governor, religious and business leaders, and others.

- The **Florida** Literacy Coalition is developing an illustrated brochure for dissemination to clients of various state agencies. The brochure aims to recruit new literacy students. The 30,000 people who take the oral driver's test each year are special targets.

- In **Illinois**, calls to the statewide Literacy Hotline jumped from 281 in August to 1,453 in September, when the PLUS broadcasts were aired.

- **Pennsylvania** enacted its first Adult Literacy Act in October, making \$2 million available for basic skills programs statewide.

TOOLS OF THE TRADE

Discover Total Resources: A Guide for Non-Profits published by the Mellon Bank is a comprehensive highly-detailed checklist that nonprofit organizations can use to assess how effectively they are tapping the full range of community resources available to them—not just money, but also people, goods, and services. The publication contains a self-examination section with 19 questions to help an organization define its goals, accomplishments, strengths, weaknesses, and needs. A

section on money deals with internal financial management, earned income, and all aspects of fundraising including the ins and outs of individual solicitation, door-to-door canvassing, telethons, and direct mail campaigns. In addition, the report describes the main kinds of foundations that exist and 11 key steps in all grantseeking efforts with them. There are also extensive sections on people, goods, services, and communications/marketing, as major resources to be sought. Other resources are also discussed along with practical tips on how to use them. To get a free copy of this excellent report contact Sylvia Clark, Mellon Bank Corporation, One Mellon Bank Center, Pittsburgh, PA 15258 (412) 234-3275.

Gifts In Kind is a network that encourages companies to contribute noncash resources to nonprofit organizations. The program brings together corporate donors with nonprofit recipients working primarily through United Way agencies. It also coordinates transportation, storage, and distribution of goods. Among the products most in demand are vehicles, computers, furniture, projection equipment, and typewriters. Literacy groups seeking donations should contact their Local United Way Gifts In Kind coordinator. Companies which want to contribute goods should contact Susan Corrigan, Gifts In Kind, Inc., 701 N. Fairfax Street, Alexandria, VA 22314.

More Classics to Read Aloud is a graded book containing selections from Shakespeare, Lewis Carroll, Mark Twain, O. Henry and other great writers. The book is especially arranged by educator William Russell for both children and beginning adult readers. It is \$15.95 and is available from Crown Publishers, Inc., 225 Park Avenue So., New York, NY 10003.

T.G. Tutor is a series of educational videotapes to help viewers increase their vocabulary and improve basic skills. Among the topics covered are one-syllable words and how they combine to make longer words, the days of the week, antonyms, and forming sentences. For information about the series contact T.G. Tutor, 7608 Branding Iron Court, Bakersfield, CA 93390 (800) 338-8867.

Books for Adult New Readers is an annotated bibliography of over 500 quality in-print books evaluated by librarians, educators, and adult readers for adults who read at 7th grade or below. The list includes general fiction, mysteries, classics, and non-fiction. All categories contain indexing and other data vital to librarians. The book can be ordered for

\$10 (\$11 in Canada) from Project: LEARN, 2238 Euclid Avenue, Cleveland, OH 44115.

Read Along is a series of over 100 great literary classics on tape with complete word-for-word transcripts read by such well-known stars as Alan Bates, Claire Bloom, Dick Cavett, and James Mason. The program also includes an instruction guide for teachers. The series is available from ALS Audio Language Studies, Inc., One Colomba Drive, Niagara Falls, NY 14305 (716) 298-5150 or (800) 387-8023.

Adult Literacy: A Policy Statement and Resources Guide for Cities was prepared by the Mayors' Task Force on Literacy of the U.S. Conference of Mayors. The report contains a resource guide for mayors, examples of effective public awareness activities, and components of successful literacy programs, as well as a list of general resources and research contacts. Contact U.S. Conference of Mayors, 1620 Eye Street, NW, Washington, DC 20006.

RECIPE FOR LITERACY



Hortensia Ramos, University of Illinois

Five years ago Hortensia Ramos, Director of Food Services at the University of Illinois, noticed that a serious problem was brewing behind the dining room doors. At least 12 percent of the University's 300 kitchen workers were unable to read. Half of them were non-native speakers. The rest came from rural communities and had little formal education. Their excuses and errors were typical of the functionally illiterate. Supervisors claimed to have forgotten their glasses. Helpers reached for the wrong ingredients. One cook even tried to memorize 1,000 recipes. Clearly something had to be done. These employees had to be either dismissed or helped.

For Ms. Ramos there never was a choice. A native of the Philippines who had learned English as a second language herself, she thoroughly understood the obstacles her

workers had to overcome and she was determined to help them. "With adults there is a good deal of shame and embarrassment associated with being illiterate," she said. "We simply explained to our employees that there is nothing to be ashamed about—that we can help them do their work better."

Ramos was already well known to students and faculty for her creative approach to residence hall dining. Among other things, she had initiated a gourmet restaurant where college students could dine on fine fare inexpensively once a week. She also had a lot of experience working with special populations including job placement for Vietnamese and Cambodian immigrants and vocational training in food services for ex-offenders and mentally-retarded adults.

Working with John Muirhead of the Urbana Adult Education Center, she helped set up a remedial education program for any food service and housing employee who scored lower than sixth grade in their basic skills. (In fact, most who took the test scored at first grade or less.) Under the program, the University permits workers to take off two hours a day, two days a week to attend classes in one of the campus private dining rooms. The Urbana Adult Education Program contributes a teacher and course materials. Students receive 30 minutes of one-to-one tutoring from literacy volunteers at every class. Employees can take the course for six semesters or more if necessary. So far about fifty people have enrolled in the program, with fifteen adults participating this semester.

Worker morale has soared. Absenteeism is down and productivity is up. Ramos has seen her employees go from pre-school reading levels to high-school diplomas and the general level of professionalism among other workers on campus has risen as a result of the program. "Seeing their self-esteem growing is most important to me," she says. "I feel very strongly about my people, about how valuable they are to our organization. I see how hard they try."

Ramos has become an articulate spokesperson for her cause and the project's success has given her work a great deal of visibility. She has received two awards from Illinois literacy groups for her outstanding and innovative efforts and last summer she testified in state hearings. She is determined to see even more progress in the years ahead.

(For more information contact Andrea Lynn, Office of Public Affairs, University of Illinois, 807 South Wright Street, Room 131, Champaign, IL 61820 217-333-2177.)

LITERACY IN A NEW LANGUAGE

(cont'd from p. 1)

This population is having a significantly beneficial effect as a youthful infusion into our aging labor force. The baby-boom generation, which married later and waited longer to start families, has created a current shortage of young people needed to fill jobs. "Through the year 1994 we will see diminishing numbers of [indigenous] young people ages 16 to 24 entering the labor force. It will be the year 2000 before we begin to see an increase," says Ronald Kutscher, Associate Commissioner of the federal Bureau of Labor Statistics. "We are seeing several responses to this phenomenon. Businesses are recruiting older workers, they are seeking to employ handicapped individuals, they are raising wages, and they are recruiting immigrants."

New Immigrants/New Minorities, a recent report by the American Council on Life Insurance warns: "For the newest immigrants, labor force participation rates will be higher than those for the population as a whole. Most of these immigrants come to America in their early twenties and thirties and immediately look for work. [Lack of] adequate training in job techniques as well as the English language may pose problems for the employers of tomorrow. Communication difficulties may arise, particularly if no serious attempt is made to integrate these immigrants into the mainstream of American society." Indeed, BCEL contacts in the business community indicate that health, food, and other service industries already depend heavily on this population and are faced now with having to address their communications and basic skills needs. And it must be kept in mind that young minorities will be making up an increasingly larger part of the entry-level workforce in the years to come.

Population Profile

According to the 1980 Census, about 64 percent of the multi-cultural mosaic making up the nation's limited-English population speaks Spanish at home. One of four Hispanics report speaking English poorly or not at all. The National Commission for Employment Policy estimates that nearly half of those aged 14-21 who live in Spanish-speaking households have limited English proficiency. And using Adult Performance Level criteria, 56 percent of Hispanics over 18 would be classified as functionally illiterate.

The Hispanic communities across the nation are very diverse:

- Mexican Americans, located mainly in California and Texas, may be recent arrivals or descendants of families dating back generations. Demographers predict that Mexican immigration to the U.S. will increase, the new immigration law notwithstanding, due to the weak economy there and the low-skill jobs available in this country.
- Puerto Ricans, living primarily in New York and New Jersey, may be recent arrivals from the island, mainland-born, or workers who migrate between island and mainland. Half of all mainland Puerto Ricans have annual incomes less than \$10,000, and half of those below \$5,000.
- Marielitos, unlike the predominantly successful business and professional Cuban Americans who arrived in the early sixties, arrived in the 1980 boatlift and have faced a more difficult resettlement.
- Central Americans flow into the U.S. primarily from villages in rural Nicaragua, Guatemala, and El



English Class for U.S.-bound Southeast Asians at Philippine Refugee Center

Salvador. They have little previous exposure to life in an urban setting, little or no educational background, and often cannot read or write in Spanish. Their resettlement problems are compounded by their illegal status here, putting critical health and social services beyond reach.

Asians are the other major limited-English group. Those who arrived in 1985 as a result of changes in immigration policy at the time were largely Chinese, Korean, and Japanese from urban settings. As a group they have distinguished themselves in education, business, and the professions. The 800,000 refugees who have arrived since 1975 (from Vietnam, Laos, and Cambodia) face a much tougher resettlement. They are mostly rural villagers, with problems similar to those of the Central Americans. (Southeast Asian men arrive here with an average of six and half years of education; the women have less than four.)

Other newcomer groups (25 percent of the total) include Haitians, Afghans, Ethiopians, and East Europeans, each with its own special problems.

A Note on Schools & Schooling

It should be noted that up to one-third of those added to the ranks of limited-English speakers every year are not newcomers to our shores, but the products of our schools. Hispanic dropout rates are known to be especially high, ranging between 50 percent and 80 percent in the nation's largest cities. High school reforms come too late for these young people, as they are often over-age for their grade level and drop out before reaching high school. In fact, predictions are that the stricter promotion and graduation requirements at the core of high school reform are likely to result in greater rates of failure and even lower self-esteem for these minority students because of low funding for remedial education and a shortage of bilingual faculty to fill even the currently-funded positions.

Survival Issues

Newly-arrived refugees in particular face numerous practical survival problems—obtaining housing and clothing...figuring out how to use public transportation, community services, and supermarkets...enrolling children in school. On top of these social adjustment stresses, many suffer severe psychological distress stemming from their lives back home or the circumstances of their departure. They have fled hostilities in their towns and villages, suffered and sometimes witnessed the loss of family members and friends, and been beaten and raped on escape routes by sea, desert, or wilderness. They arrive in this land and culture bereft of the support of family, community, and their own culture's practices for dealing with stress, and they need significant mental health assistance.

For all the adversities, refugee and other immigrant groups have one advantage over indigenous limited-English speakers who are members of established minority groups. According to BCEL Advisor William Bliss, an expert in language education: "Refugees often prove to be exceptionally resilient. While the pain they have endured may remain with them for years, they often come to sense that arrival here represents a new beginning, an opportunity to rebuild their lives. They were most often members of the majority culture in their country of origin, and haven't been subject to the American minority experience. They haven't inherited a legacy of discrimination, urban decay, and welfare dependency. So their expectations and motivation are high, and the American dream is alive for them." The point is that it is as tough, maybe tougher, to address the skills, survival, and employment needs of the nation's long-established minority language communities as it is these same needs among the new arrivals.

Communication and Culture: A Two-Way Problem

Usually literacy is thought of as the reading and writing skills required by persons who already speak English. Indeed, many English-speakers "get by" without these basic skills by using spoken language or the help of friends, co-workers, and family members.

Limited-English speakers can't get by in this way, however, because they don't know how to listen, comprehend, and utter the spoken language. Thus, *ESL experts consider the development of speaking and listening skills to be a prerequisite for learning to read and write.* The purpose of these "pre-literacy" skills is to enable the newcomers to manage the immediate tasks of everyday life—banking, shopping, talking on the phone. But the limited-English speaker also needs communication skills for the workplace, even in the most basic entry-level jobs. Though workers frequently learn routine tasks by watching demonstrations of co-workers, the reality is that routines are interrupted, new assignments are given, and equipment breaks down. Workers need to be able to inform supervisors about problems, and supervisors need to be understood when they give instructions and make requests.

Carol Svendsen of Metropolitan State College in Denver observes that: "It is not enough for workers to listen mutely and follow orders. They have to verify their understanding of what they need to do before making serious mistakes. They have to ask questions about specific parts of instructions. When something happens they were not prepared for by their training, they have to indicate the nature of the problem. And they have to do all this in a polite way in order to stay on good terms with the supervisor or co-worker."

Staying on good terms brings the "cultural" aspect of literacy into play—that is, newcomers must know what behavior is appropriate and expected. American expectations regarding punctuality, dress, hygiene, and other such matters are often quite different from those of other cultures. Thus, employers are baffled when immigrant employees fail to call in sick, resist taking orders from women or younger people, ask questions about the price of clothing or other items, and produce pungent odors in company microwaves at lunch hour.

Literacy 85 in Minnesota found in a recent survey of Indochinese employees that their most common problem was an inability to understand instructions and procedures, often leading to costly mistakes or injuries. Unable to communicate the real difficulty, or to discuss a personality conflict or salary issue, they prefer to avoid conflict and even resign instead of risking confrontation or appearing dumb. Many feel that small talk on the job is irresponsible and that one should work diligently and silently. For their part, employers reported that their Indochinese employees often seemed standoffish or uncommunicative.

In short, employer and employee alike have a tremendous need for greater cultural awareness. Moreover, the new-language employees face a special hurdle in acquiring the basic skills of reading and writing, because they must first acquire listening and oral communications competence. Similarly, employers and others who seek to prepare these people to function in the workplace and in their everyday lives face a special challenge.

Major Funding & Service Paths

The Adult Basic Education Program. The largest effort to provide ESL instruction is the federal/state ABE program. ABE serves about 850,000 limited-English speakers annually (about one-third of the total enrollment). Federal and state expenditures for ABE's ESL instruction are about \$34 million annually, not including significant additional state and local funding not centrally tallied. Instruction takes place primarily through programs operated by the public schools and community colleges. Courses almost exclusively offer a "General ESL" basic grammar and vocabulary curriculum or a "Survival ESL" life-skills curriculum. The classes usually are free-standing, with no support services available.

Refugee Assistance Agencies. These programs provide a fuller range of instructional and support services to adults with official refugee status who have arrived within the past 36 months. (Most new arrivals, especially those from Mexico and Central America, are therefore not eligible.) The Office of Refugee Resettlement of the U.S. Department of Health & Human Services estimates that its programs will have a national ESL enrollment of 19,500 students in FY87, at an estimated cost of \$16.5 million. A variety of community service agencies, education entities, and refugee self-help groups (known as Mutual Assistance Associations or MAAs) actually provide the instruction and related services. "Survival ESL" classes use a competency-based curriculum that designates life-skill performance objectives. Vocational English classes include language training for general employment or occupation-specific English for a particular job or cluster of jobs. An array of support services is available in some cases, including job counseling, training, and placement. Programs operated by social service agencies may also offer family counseling, child care, and education in health and nutrition.

Department of State. The U.S. Department of State operates intensive English, cultural, and work-orientation programs for Southeast Asian refugees at camps in the Philippines and Thailand. Short orientation programs also are offered for Eastern European refugees at training sites in Austria, Italy, and Germany, and for refugees from countries in Southern Africa at a training site in Botswana. About 36,000 students received instruction in these places in FY86 at a cost of \$18 million. The programs for Southeast Asians are indeed intensive: students participate in 500 hours of instruction over a 20-week period, an effective use of their time as they await resettlement in the U.S. The focus is on teaching English in the context of specific tasks that the new entrants will have to perform in their daily lives, and on developing general employment communications skills. These activities are reinforced with native language instruction about American culture and the American workplace. The teachers are English-speaking Filipino and Thai nationals, with Americans serving as supervisors, trainers, and curriculum developers.

Vocational Education Program. Funds from this program also provide services to limited-English speakers, but to a very limited degree because this is not a mandated target group. A few innovative federal Bilingual Vocational Training programs combine vocational ESL training with job-skills training, beginning with the students' language and using increasing amounts of English as proficiency is acquired. The states allocate varying amounts of their vocational education funding for programs for limited-English speakers, with job counseling, placement, and follow-up services often provided.

JTPA. Through the Job Training Partnership Act, a multi-billion dollar enterprise, instruction is given to about 22,000 limited-English speakers annually in a range of local skills-training programs. Unfortunately, this is not a designated target group and, in general, the low-skills level of these people makes it difficult for programs to enroll them and still meet JTPA-mandated job-placement requirements.

Voluntary Organizations & Libraries. The voluntary literacy organizations devote a considerable part of their resources to ESL instruction. Literacy Volunteers of America served nearly 6,000 limited-English speakers last year, 30 percent of their enrollment. Laubach Literacy Action reports that 24,100 students are presently enrolled in ESL, 36 percent of their enrollment. Library programs, often affiliated with LVA and Laubach, provide additional instruction, though their focus is on the English-speaking population. New funding from Title VI of the Library Services and Construction Act is enabling many library systems to strengthen their role in ESL by adding language-learning texts and native-language reading materials to their collections.

Community-Based Organizations. An especially important source of ESL help are the community-based organizations (see BCEL's April 1986 Newsletter). The sources of funding for CBO's range from individual and corporate contributions to foundations, churches, and United Way agencies. Unfortunately, only limited state and local funding is available, and federal ABE funds are generally not distributed to CBO's. Nevertheless, these groups, which take many forms and operate in many different community settings, are uniquely positioned to attract the neediest students who would not seek help elsewhere, and because they are so strongly oriented to individual and

community needs they have a substantially lower dropout rate than other kinds of programs.

Penal Institutions. The nation's prisons are another source of ESL instruction, with funding provided by correctional education institutions, the ABE program, and various state sources. But the service is extremely limited, not only in ESL but in the provision of basic skills generally. (See BCEL's October 1986 Newsletter.)

Migrant Programs. JTPA and the Migrant Education program are the main sources of support for ESL instruction for migrant workers, but together they provide only very limited service and funding.

Business & Industry. A final venue for ESL instruction are the programs of business and industry. Some companies provide beginning English to their entry-level employees. Others offer more advanced English training to employees in need of new skills or in line for promotion. Instruction is usually contracted to a local educational provider, though in a few cases an in-house training capability is developed. Programs generally run for an hour, two to five times a week, often on partial or full released time from work. However, experts indicate that, while a company may have several local training programs, they are usually not coordinated, resulting in duplication in the development of models and teaching materials.

Program Models

The organizations and groups that provide ESL instruction are as diverse as the adults they serve. Here is a sampling, with a focus on collaborations between public institutions and the private sector:

- The City University of New York operates ESL programs at 12 locations. "Students attend right on campus, which for an adult is a dignifying experience," says Regina Peruggi, Associate Dean. "Adults can be very sensitive about having to attend very basic courses, but for all anybody knows, they could be on their way to physics class." CUNY has developed an "access continuum" that enables students to move from ESL and literacy instruction to high-school-equivalency preparation and then into college classes. Campus libraries, recreational facilities, learning labs, and other resources are available to the ESL students. Three locations offer classes in Spanish and Haitian Creole as a bridge to ESL.
- In Orlando, the Orange County public schools operate a "Job Site" Project, giving ESL instruction to groups of 15 or more employees during release time. Curriculum writers assess employers' training priorities, technical language, key information in handbooks and manuals, and safety procedures, and they also identify cross-cultural needs. At one site, the Buena Vista Palace Hotel, housekeeping, laundry, and food and beverage workers attend classes in the employee cafeteria five days a week, even on their days off. Teacher Sheila Smith at Daniels Manufacturing says that "management was so impressed with the employees' motivation to learn English that many supervisors asked to study Spanish." A project curriculum writer on the Job-Site Project staff points out: "It's a no-lose situation. The school system reaches students it's committed to serving, the employers obtain essential training services, and the employees receive instruction that can make a difference in their jobs and their lives. Everybody wins."
- In Boston, companies such as Digital, Data-General, and Blue Cross/Blue Shield contract with the Continuing Education Institute for employee ESL classes. "The students often already know the job-specific technical language. What they need is the

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(cont'd from p. 5)

general communication ability," says CEI director Lloyd David. Thus, a key goal is to tie ESL instruction to further education opportunity. David notes that: "ESL is not a motivator in itself for people who have been in the same job for ten years. The motivator is the opportunity to achieve something more, such as the high school degree." Many employees continue in the job-site classes and ultimately earn their diplomas.

- At the Chinatown Resources Development Center in San Francisco, students spend six weeks in intensive ESL and then move into a program of bilingual vocational education in which their time is divided between study and serving as interns in an area company. "There's only so much you can teach them in the classroom," says Lynn Hung, education director. "The classroom can't really simulate the workplace, so we let them continue their training in the work environment." Two hundred companies are involved in the program. An advisory committee of employers meets monthly to review curricula. Hung adds that: "Skills are always being updated; job requirements are constantly changing these days. If you don't keep up with the employers, you wind up training students in the wrong skills." Sixty percent of the students stay on as employees after their internships end.

- The Center for Employment Training in San Jose combines vocational ESL and occupational training with life-skills in parenting, stress management, and consumer education. The program is an excellent model of cooperation and partnership: social work students at San Jose State provide counseling services, students from U.C. Berkeley and Santa Clara serve as tutors, libraries are sites for supplemental literacy instruction, local companies donate most of the equipment needed and over 100 business and industry representatives serve on an Industrial Advisory Board. "Through the Board, we can adapt quickly to rapid changes in the local company," explains project director Carmen Placido. "For example, we are now closing our electronics classes and expanding word-processing, data-entry, and computerized accounting." Companies often loan a staff member so that students can be custom-trained for the language and skills required for a particular job.



Class at Center for Employment Training, San Jose

- Other notable company efforts include Aetna Life and Casualty's tutorial program, in which employees desiring ESL instruction are tutored by fellow employees who are themselves trained by Hartford's LVA affiliate. At Polaroid, language and cross-cultural training is offered to help limited-English employees adjust to a structural reorganization which

requires workers to interact intensively in newly-formed teams. The Southland Corporation is piloting ESL classes for employees in their 7-Eleven convenience stores in Dallas, Coral Gables, and other locations, and plans to expand the effort to help entry-level employees improve their English and prepare for promotion to customer-contact positions.

- Innovative uses of the media to teach English and provide essential information include: Philadelphia's English-by-Radio broadcasts; Arlington's cable TV programs which offer native-language information about shopping, health services, and other community resources; and the Center for Applied Linguistic's instructional videotapes to foster entry-level workplace communications.

Looking Ahead: The Public Sector

Wait-lists continue to build around the country. Even worse, thousands of help-seekers, having shown great courage by just asking for help, are not being recorded at all. At the same time, inadequate funding for instructional programs for limited-English speakers stands as the major obstacle to developing new programs and services, and even for purchasing textbooks and supplies. Moreover, 80 percent of ESL instructors work on a part-time, hourly basis with no job security. The result is higher turnover and little opportunity for professional growth. In addition, the few funds available for research and development in this area are scattered to local projects lacking coordination or the capacity for dissemination.

Drawing on a 1982 study by the Northwest Regional Lab in Portland, Oregon, William Bliss estimates that "a meaningful public commitment to teach English would provide, on average, about 600 instructional hours per student (a minimum for effective instruction), at an average per-student cost of about \$1,500. The training of one million new arrivals each year would therefore cost in the neighborhood of \$1.5 billion annually, and a five-year English Language Initiative to instruct those already residing here would cost another \$1.4 billion a year." He properly points out that these funds should be available to the full range of institutions discussed above, especially CBO's. Given the scale of the problem, the major funding responsibility clearly must reside in the public sector, with local, state, and federal governments sharing the load. Along with other experts in the adult literacy field, Bliss also stresses the need for a national center having an information, technical assistance, and research capacity. Programs have an urgent need for tools and guidance in almost every aspect of their operations, and this need can best be met at the federal level.

In addition to the need for new funding and legislation, it seems imperative to look for ways to get more out of existing government programs for the limited-English population—regardless of whose jurisdiction the programs are under. JTPA and the Vocational Education Program, both of which are generously funded, are two obvious candidates for review but there are many others as suggested above.

In developing a higher level of service for the diverse clientele under discussion in this article, it should be kept in mind that the transfer of illiteracy from parents to children is an important aspect of the problem. Thus, a key goal in current and future efforts must be to further develop family literacy programs. Dropout recovery efforts to bring students back to school or into alternative community programs should also be given higher priority. Indeed, in the schools themselves, special efforts are needed to as-

sure that new-language children or children from limited-English homes are able to meet grade level requirements in basic subjects.

A Key Role For Business

The business community has a critical and growing stake in this problem area. Businesses are already alarmed and involved judging from the increasing range and number that are contacting BCEL. The heavy dependence of the health care, food, and other service industries has already been noted, but other kinds of businesses are also affected in varying degree, and they, too, are beginning to give and ask for help.

Certainly, businesses have an immediate practical need to address the communications and basic skills needs of their current employees, and many will have no choice but to allocate increasing sums to programs for them. But it is also to be hoped that they will see wisdom in taking a larger view of the problem, and join with the public sector in meeting the needs of the limited-English groups beyond their own doors in the community—by giving grants, donating equipment and professional services, adopting a literacy program or school around the corner, and providing other forms of assistance. They should do this not just because many of these persons are their future employees, but because enabling the limited-English residents of their communities to participate in the economic, social, and political benefits of society will pay off in the long run.

A Final Note

Though reliable figures are not available for estimating the precise growth rate of the entire limited-English population over the coming decades, nearly everyone predicts that it will grow dramatically as a percentage of the population. A Population Reference Bureau study of Hispanics and Asians, the two largest new-entrant groups, supports this prediction. According to the Bureau, Hispanics and Asians comprised 7.9 percent of the total U.S. population in 1980. This will climb to 12.3 percent by the year 2000 and 18.1 percent by 2030.

THE YEAR 2000

By the end of the century, new technology, international competition, population changes, and other factors will cause the gap between workplace requirements and workers' skills to escalate dramatically unless long-range planning starts now. Two new publications deal with basic skills in the workplace now and in the future.

Employment Policies: Looking to the Year 2000, a new study by the National Alliance of Business, anticipates labor market developments over the next 14 years and how we can prepare for them. The study cites several key demographic changes that will have long-range consequences. For example, the largest growth will be the less well-educated segments of society which are least prepared to cope with changing technological demands. The total number of working-age youth will decline, but the number of minor-

ity youth who are unemployable will increase. The number of teenage mothers and high-school dropouts will also increase, adding to the total pool of youth unemployment. Women will make up two-thirds of the workforce and are more likely to be heads of households, thereby increasing the need for child care and flexible working hours. Early retirement will remove many skilled laborers from the workforce. These trends could create a permanent skills shortage and increase the number of dislocated workers and adult illiterates. Even entry-level workers would require training before they could be hired, and those on staff would need constant updating of skills.

(Up to ten copies of the report are available free of charge from the National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 202-289-2925.)

Occupational Literacy Education by R. Timothy Rush, Alden Moe, and Rebecca Storlie reviews the basic skills requirements of ten different occupations: accounting clerk, auto mechanic, electrician, maintenance worker, draftsman, heating/air conditioning mechanic, industrial maintenance mechanic, licensed practical nurse, machine tool operator, secretary, and welder. The book recommends instruction methods oriented to job applications and features extensive word lists for each occupation.

(Copies are available for \$10.25, \$6.25 for members, from the International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714.)

CORPORATE LITERACY ACTION

AEIna Life and Casualty Foundation, **American Thermoplastic Company**, **H. J. Heinz Company Foundation**, **Hunt Foundation**, **Mellon Bank**, **Midland-Ross Company**, **Pittsburgh Post-Gazette**, **Pittsburgh Press**, and the **U.S. Steel Foundation** are among the funders of the Greater Pittsburgh Literacy Council.

American Express, **Shearson Lehman, ARCO**, **ARA Services**, and **Sun Company** have provided funding for a new City Learning Center in Philadelphia. The Center will provide computer-assisted instruction at its main site and in three satellites around the city. **IBM** has donated computer equipment to the Center and to other Philadelphia programs. **IBM** has also assigned an Executive-on-Loan to the Mayor's Commission on Literacy for one year. She is overseeing the use of the 100 computers the company has donated to the effort.

The **Ashland Oil Foundation** has funded a statewide literacy hotline as well as PSAs on behalf of the Kentucky Literacy Commission. **South Central Bell** also provided the Commission with a toll-free hotline for use during Kentucky Educational Television's live call-in program in September. The **Courier-Journal** made 1,500 camera-ready newspaper ads for use by local literacy programs, and **Humana, Inc.** provided the services of a specialist to develop a marketing plan for the Commission. The Commission held a statewide conference in November, with financial support from over 20 companies.

Austin Foods Co., **Universal Printing and Publishing**, **Watkins Flowers of Distinction**, **Carolina Copy Center**, **McDonald's**, **Raleigh Office Supply**, and **WRAL-TV** were among the sponsors of the 1986 North Carolina Conference for Social Service. This year's conference focused on the theme of Adult Literacy: A Prime Requirement for a High-Flex Society.

Cafe Miguel in Mt. Kisco (NY) is providing some of its immigrant employees with release time so they can participate in ESL sessions at the Mt. Kisco Public Library run by LVA's Northern Westchester affiliate.

Cigna Corporation funded publication of the adult literacy report issued recently by the U.S. Conference of Mayors.

The **Cincinnati Post** has been publishing a series of articles on illiteracy and has also sponsored a telephone literacy referral service. The Post is also supporting an adult reading program at the local YWCA.

Cleveland Electric Illuminating Company covered printing costs of a bibliography of adult reading materials prepared by Cleveland's Project LEARN. **Jones, Day, Reavis, and Pogue** law firm provided word-processing services for preparation of the bibliography.

Delmar News Agency was responsible for putting literacy on the agenda of this year's convention of the **Atlantic Coast Independent Distributors Association**. A Delmar officer also spoke at a statewide literacy conference organized in September by the Delaware Council for Literacy.

Denny's Restaurant in Dallas (TX) is working with the Lake Highlands Literacy Center to provide basic skills tutorials to five immigrant employees. The restaurant manager provides release time to the employees so they can participate.

Field Corporation printed a literacy awareness article in its 40 Pioneer Press newspapers in Illinois last May. The company is also funding literacy volunteers of Greater Middletown (CT).

The **Gannett Foundation** and the **Houston Chronicle** underwrote the costs for a November conference organized by the READ Council, METRO, and Women's American ORT to promote the involvement of business and government leaders in Houston's literacy efforts. **Southwestern Bell**, **Gibraltar Savings**, and **The Houston Sun** were among the participants.

Gulf Life Insurance Company gave partial funding for a September literacy meeting in Jacksonville (FL).

Hightower Oil Company earlier this year contributed \$2,000 to the literacy efforts of the Grenada (MS) League for Adult Development.

Innovations of Dallas supported Reading Is Fundamental and the Coalition for Literacy by donating to those organizations 50¢ for each of its "You Said It" word games sold in 1986. Pizza Inn printed the "Give the Gift of Literacy" slogan on one million place mats used in the chain's 800 locations nationwide. The place mats carried excerpts from the "You Said It" word game, to underline the fun aspects of literacy.

Kelly Girl has donated clerical services to the South Carolina Literacy Association and the Spartanburg AWARE program.

Kelly-Springfield Tire Company and **Halsey-Taylor/Thermos** are working with Highland Community College (IL) to offer basic skills instruction to employees in their Freeport plants. Other area companies are also showing interest in this special college project, which recently received increased funding from the State Board of Education.

The **Life Insurance Public Relations Council** had literacy on the agenda of its October national conference.

The **Long Island Railroad** is setting up a basic skills program for its employees.

The **Los Angeles Chamber of Commerce** hosted an October conference aimed at area business leaders, called "Literacy: A

Good Investment." Major support for the conference came from the **Times Mirror Company**. The **Los Angeles Herald Examiner** supplied each conference participant with a copy of the American Management Association's Workplace Literacy report.

Management Solutions magazine published an article in its November issue giving guidelines to corporate managers interested in setting up remedial programs for their employees.

McDonald's has been operating a tutor recruitment drive called "McTutor" in southeastern Pennsylvania, southern New Jersey, and Delaware. Participating restaurants invite customers to sign up as tutors in local programs. In some cases, restaurants are also providing space for tutoring sessions.

The **Michie Company**, **General Electric**, **Comdial, B. Dalton Bookseller**, **WPED Radio**, and **Newcomb Hall Bookstore** provided funding for a "Readathon" sponsored by Literacy Volunteers of Charlottesville (VA). Borrowing from the "walkathon" idea, program supporters gathered at two local libraries and read silently. For each minute that they read, the readers earned an agreed-upon amount from their financial sponsors. Altogether the participants read for over 7400 minutes and raised over \$3,000 for the program. The event also generated calls from potential students and tutors.

The **Pittsburgh Press** supported literacy efforts in that city by enlisting 16 employees as volunteer tutors and urging its advertisers to develop literacy activities of their own.

The **Public Service Company of New Mexico**, **The Albuquerque Tribune**, and ABC affiliate **KOAT-TV** provided funding for "A Study of Literacy in New Mexico," commissioned by the Education Forum of New Mexico. **Digital Equipment Corporation** covered printing costs for the report.

Reader's Digest is covering the costs of a site coordinator, recruiting, and materials for a Literacy Volunteers tutorial project in a Brooklyn church. Day-care services are provided for students' children. **Chemical Bank** will be opening an LV-NYC tutorial program in its Manhattan headquarters.

The **Rocky Mountain News** in Denver has printed a special literacy section for distribution throughout Colorado. The company has provided printing services to a Denver literacy program and made a \$12,000 start-up grant to establish a state referral hotline. Company employees have volunteered to answer literacy hotlines, and the company plans to develop a speakers bureau through which employees will speak to groups about the literacy issue.

South Carolina Electric & Gas Company recently provided the Trident Literacy Association with a contribution and advertising space in the buses operated by the company in Charleston. Local employees of **Lockheed Corporation** contributed \$500 to TLA for the purchase of textbooks. The **Charleston News Company** covered the costs of setting up a TLA booth at the Coastal Carolina Fair. **American Speedy Print** printed awareness bookmarks for the Association.

Sun Corporation and **Mellon Bank** have set aside space in their corporate offices in Philadelphia for use as tutoring sites.

Training magazine focused on company-sponsored basic skills programs in its September issue. The publication goes to human resource development officials nationwide.

United Technologies/Pratt & Whitney covered the printing costs of LVA's 1985-86 annual report.

The **Washington (DC) Gas Light Company** has been operating thrice-weekly remedial education classes for employees, with some classes held on company time. Eighty-five percent of participating employees raised their reading comprehension by two or three grade levels in 32 weeks. Company officials wouldn't say how much the program cost, but they do say it has been "worth every penny."

The **Washington Journalism Center** sponsored a conference for journalists focusing on the illiteracy problem and potential solutions.

AVAILABLE FROM BCEL

• Issue 1 of the *BCEL Bulletin* is a how-to-do-it guide for businesses wishing to start up or consider employee volunteer literacy projects as a way to assist literacy programs in their communities. Practitioners and planners in the field may also find the publication useful. Copies are available at no cost for up to 6 and at 25¢ per copy thereafter. (Issue 2 of the Bulletin, *Developing A Basic Skills Program For Your Own Employees*, is scheduled for publication by Spring. Details will be given in the April Newsletter.)

• More than 110,000 of BCEL's leaflet *Functional Illiteracy Hurts Business* have been distributed so far to local literacy programs for use in their appeals to business. It gives specific suggestions to business on how to help, and programs can insert their names and addresses on the back flap. Copies are available at no cost for up to 25, and at 5¢ a copy thereafter.

• Back issues of the *Newsletter* are available at no cost for up to 6 copies and 25¢ per copy thereafter. Newsletter articles may be reproduced without permission, but must be reproduced in whole. A copy of the publication in which material is used should be sent to BCEL.

• BCEL's *State Directory of Key Literacy Contacts* is an aid for businesses that want to explore ways to provide funding or other help to adult literacy programs in their states and communities. State and local planning

groups may also find the directory useful. Copies are \$5 each.

• **TURNING ILLITERACY AROUND: An Agenda For National Action** consists of two BCEL monographs which assess the short- and long-term needs of the adult literacy field and present recommendations for public- and private-sector action. The set is available for \$10.

• **PIONEERS & NEW FRONTIERS** is a BCEL monograph which assesses the role, potential, and limits of volunteers in combating adult illiteracy. Copies are \$5 each.

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved your order must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added.

The *Business Council for Effective Literacy* is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide guidance to the business community on the opportunities for involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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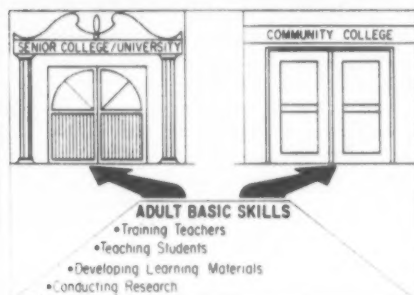
Almaz Lee
Sec. & Admin. Ass.

*On part-time consulting basis

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

COLLEGES & LITERACY



Not long ago it was rare to hear of any link between higher education and adult literacy. Colleges and universities dealt with people at the top of the education ladder, illiteracy involved those at the bottom, and seldom the twain did meet—except in community colleges, which are a newer, different breed of post-secondary institution. Four-year colleges and universities surely did not teach basic skills because that is outside their traditional mission. But neither did they prepare literacy teachers or administrators, develop literacy materials, nor conduct research needed for a better understanding of adult literacy, all of which fall well within their mission. Adult literacy practitioners have had to limp along in a kind of nether world, without the support, strengths, or even legitimacy of a recognized profession.

The role of higher education institutions may be changing, however, as the public becomes increasingly disquieted by the enormity of the adult illiteracy problem. This article focuses on some of the ways colleges and universities are presently involved and how they could be more so, bringing to bear on this pervasive national problem their unique expertise.

Serving Their Own Students

"What's a major university doing teaching adults to read and write?" is a question often asked at the City University of New York (CUNY). Since 1984, CUNY has provided such instruction at twelve campuses to nearly 9,000 men and women in the community at large. Over the past twenty years it has given basic skills help to some 100,000 of its own students who couldn't otherwise have made it through college. With its pioneering open admissions policy and commitment to making education available to economically- and academically-disenfranchised students, CUNY's programs were forerunners for similar programs now offered in colleges across the country.

While deficient basic skills are suffered disproportionately by minority groups and the poor, the problem cuts across social and geographic boundaries and has penetrated the walls of even the most "selective" higher education institutions. The declining ability of high school graduates to read, write, and handle basic math has been reported extensively in the professional literature and the popular press. That the problem is urgent in higher education was made ap-

parent by a 1984 report, *College Responses to Low Achieving Students*, by Professors Roueche, Baker, and Roueche at the University of Texas. Based on a survey of every college and university in the U.S., the study cited some alarming statistics. Among them: Stanford University found it necessary in 1972 to set up a learning center to provide remedial programs; by 1976, 50 percent of the freshman class was getting academic help there. At UCLA, as much as 60 percent of the entering freshmen in 1982—the top 12 percent of all high school students in that state—failed the English proficiency exam.

The study noted that "it is not uncommon today to find 30-40 percent of entering freshmen reading below seventh-grade level. Each fall, colleges find dozens, sometimes hundreds, of students who...are reading below a fourth-grade level."

Recognizing the need to help growing numbers of semi-literate freshmen catch up, more and more colleges and universities have set up centers to provide basic skills programs, counseling, and other services. More than half have been established since 1970, with the greatest growth in senior colleges.

Programs are offered at high cost to the institutions. Ohio reported spending \$10-12 million for this purpose in 1982; Georgia, more than \$6 million in its 33 colleges and universities in 1981-82. But if the cost of helping college students catch up is high, the cost of not doing so looms ominously higher. We believe the need for remedial programs at the postsecondary level to be so great," the authors state, "that should the colleges fail to meet it adequately, their continued existence may be in doubt."

The National Commission on the Role and Future of State Colleges and Universities, in its recently released report, *To Secure the Blessing of Liberty*, speaks with a similar urgency. Charged with framing recommendations to guide the 400 colleges and universities in its membership into the future (the members enroll some 2.5 million students), the Commission asserts: "For the foreseeable future state colleges and universities must plan to provide remedial instruction." It recommends adopting a set of minimum skills and proficiency levels which all students should attain, and urges the institutions to make a concentrated effort to reduce the need for remedial programs by becoming more active in the preparation of high school students for college study.

(cont'd. on p. 4)

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

There can be no doubt that the competitiveness of American business depends on effective job performance and problem solving. That places a high premium on the ability of employees to read manuals and other materials encountered daily on the job. As the feature article of this Newsletter points out, 70 percent of the reading material covering a cross section of jobs is between 9th and 12th grade level—and substantial numbers of employees function well below these levels.

Fortunately business is becoming more aware of the extent of the basic skills problem they face within their own walls. Indeed BCEL is hearing almost daily from companies of all kinds wanting information and guidance. At the same time, the torch for workplace literacy is being taken up on many other fronts. The PBS/ABC PLUS campaign will focus on workplace literacy in the coming year. The U.S. Department of Education, Department of Labor, National Governors Association, Education Commission of the States, and other such groups are beginning to address this aspect of the overall adult illiteracy problem. The American Society for Training and Development has just begun a two-year, \$1 million study which will include attention to basic skills training as it applies to entry-level jobs and dislocated older workers. Other activities, including significant research efforts, have been reported on in several past issues of this Newsletter. BCEL itself will shortly be putting out a set of guidelines for businesses wishing to start up basic skills programs for their employees, and we are currently considering a series of workshops to start this year.

While these activities are encouraging, we still all have much to learn about the problem itself and the best approaches to meet it in the workplace. It will be important to coordinate our efforts and to learn from each other. It will take patience, but without relaxing our high sense of urgency and commitment. There is a great deal at stake for the nation and the business community.

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NEWS IN BRIEF

Lawyers for Literacy

In September 1986 Eugene Thomas, President of the American Bar Association, announced in Washington, DC that literacy would be a top priority for the ABA. A five-member task force was set up and planning meetings were held in Chicago and Washington. Working with literacy experts from public and private organizations, a three-point plan of action was agreed on. As a first step, the ABA is preparing *Lawyers for Literacy*, a practical manual for state and local bar associations on how to offer legal assistance to a wide variety of literacy programs around the country. As a companion piece, the ABA is also producing a national directory of literacy programs and state and local bar associations to be distributed to all bar associations and made available to the literacy field as well. Both publications are scheduled for release by early July. The ABA also plans to sponsor a national executive forum on literacy at the same time. The forum will be attended by leaders from literacy organizations and industry and government, and will include workshops led by lawyers offering advice on how to develop a board of directors, how to raise public and private funds, and other issues requiring legal expertise. For more information contact Dick Lynch, Director, ABA Task Force on Literacy, American Bar Association, 1800 M Street, NW, Washington, DC 20036 (202) 331-2287.

Urban Literacy Fund Started

The Urban Literacy Development Fund, a new project financed by ACTION, the Gannett Foundation, Dayton Hudson Corporation, and B. Dalton Bookseller (with the Minneapolis Foundation as fiscal agent), has been set up to support literacy efforts in urban areas. The Fund will operate a national network of communication and advocacy activities and a grant program. In the latter category, ten regions of the country will be selected to receive grants of up to \$40,000 for plans developed cooperatively by a broad range of community agencies and literacy groups in each area. Each proposal must include a plan for increasing the use of existing resources as well as ways of building new public, private, and volunteer resources. Winners will be announced April 6. For more information contact Jean Hammink, Project Director, Urban Literacy Development Fund, 7505 Metro Blvd., Minneapolis, MN 55435 (612) 893-7600.

Governors Join Forces

The Task Force on Adult Literacy of the National Governors Association (NGA) held a meeting in Kansas City on February 2 to allow governors to exchange ideas with literacy experts, business leaders, researchers, and others working in the field. Chaired by Governor John Ashcroft, the meeting featured eight nationally-known literacy figures leading roundtable discussions on what roles states can play in addressing adult literacy. Among the topics covered were: Adult Learners; Basic Skills Training; Effective Use of Federal Resources to Support State and Local Efforts; the Use of Volunteer Tutors in Basic Skills Training Programs; and Building Effective Literacy Coalitions at the State Level. The NGA also held its winter meeting in Washington, DC on February 21 in conjunction with a new series of activities built around the theme *Making America Work: Productive People, Productive Policies*. Working through six task forces led by various governors, *Making America Work* is a year-long initiative to find solutions to the nation's critical social and economic problems. The Task Force on Adult Literacy is one of the groups that will specifically focus on programs and policies to prevent adult illiteracy.

MacArthur Grants Announced

In February, the MacArthur Foundation made grants totaling over \$3.8 million to nine organizations to improve the literacy of children and adults in the U.S.

Four grantees in Washington, DC will use their funds to expand existing programs and launch new projects: **The Home and School Institute** (up to \$700,000 over 3 years) will carry out a project to enlist members of the American Red Cross, the National Postal Workers Union, the American Library Association, and other organizations to work with families in motivating student achievement; **Reading Is Fundamental** (up to \$400,000 over 3 years) will expand assistance to parents and initiate a reading program for Spanish-speaking parents; **Wider Opportunities for Women** (up to \$350,000 over 18 months) will launch a program focusing on low-income female heads of households; and **The Association for Community-Based Education** (up to \$750,000 over 3 years) will develop community-based literacy efforts, resource information banks, publications, and other services.

Three awards address the public policy implications of the latest research on teaching and

learning: **The Carnegie Foundation for the Advancement of Teaching** (\$400,000) will study children's education between the ages of 3 and 8, including a national survey of elementary school teachers, a special series of regional seminars and reports, and testing of the survey's findings in selected public schools; **The Education Commission of the States** (\$500,000 over 3 years) will study such higher literacy skills as critical thinking and interpretation, and foster discussion of educational reform among policymakers, the press, and the public; and **The American Academy of Arts and Sciences** (\$100,000) will prepare a special issue of *Daedalus* on literacy, numeracy, and critical thinking.

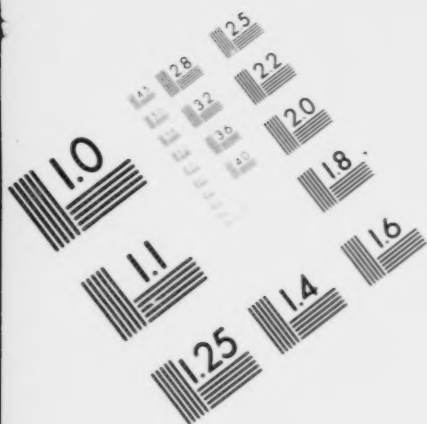
Two grants will expand media coverage of literacy: **The Institute for Educational Leadership** (up to \$400,000 over 3 years) will work with the Education Writers Association to expand media attention to adult literacy in particular and to examine the relation between literacy and other social, economic, and political factors in general; and **National Public Radio** (up to \$258,923 over 3 years) will expand its coverage of education news in the U.S. and Canada.

National Church Conference Planned

The National Council of the Churches of Christ, whose membership includes nearly three dozen U.S. and Canadian denominations, has been very active in literacy and non-formal education projects overseas. To promote literacy activities in this country, the Council is sponsoring an invitational conference, called *The Church's Involvement in North American Literacy*, to be held September 14-17 at Wingspread in Wisconsin. In addition to church representatives, major national literacy leaders and grassroots literacy workers are expected to attend. It is hoped that as a result of the conference the NCC and national church bodies will commit more financial and other resources to innovative adult literacy and basic education work. For more information contact Margaret Schafer, NCCC, 475 Riverside Drive, Room 710, New York, NY 10115 (212) 870-2290.

ASTD Surveys Job Skills

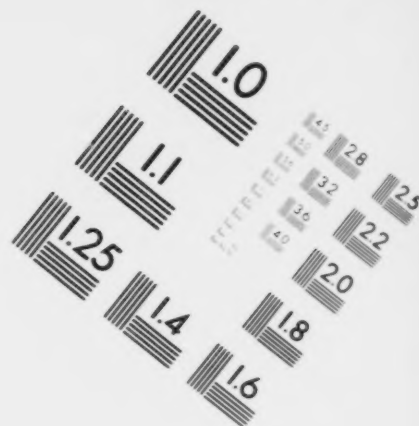
The American Society for Training and Development (ASTD) has begun a \$1 million, two-year study with \$750,000 from the Department of Labor and \$250,000 from ASTD. In order to strengthen ties between the private sector and public job training programs, the study will examine how "best practices" in the private sector can be applied to the Job Training Partnership Act, vocational education, and other public training



AIM

Association for Information and Image Management

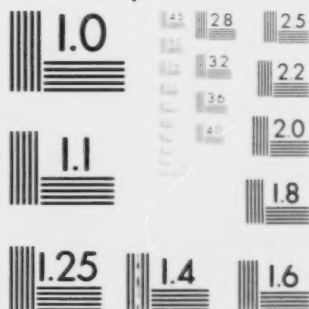
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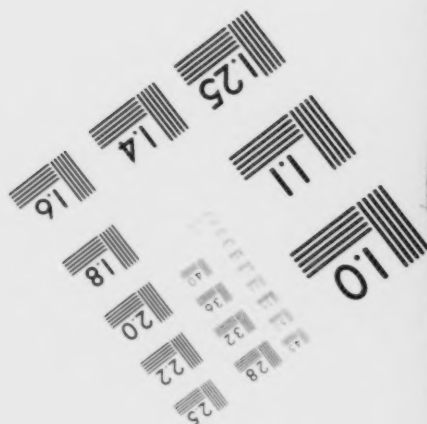
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programs. Anthony Carnevale of ASTD will oversee the study, focusing on six basic areas: organization and the strategic role of training as it is integrated into an employer's overall institution, managers and training, technical training, measuring the effectiveness of training, the economic impact of training, and basic skills training as it applies to entry-level jobs and dislocated older workers. ASTD plans to develop generic training models in each area and transfer these practices to public and private systems. For more information, contact Lei Gainer, ASTD, 1630 Duke Street, Alexandria, VA 22313 (703) 683-8151.

Penn State Coordinates Technology Project

The Institute for the Study of Adult Literacy at Pennsylvania State University has received \$200,000 from the Gannett Foundation to head a nationwide project promoting the use of technology in adult literacy programs. The Institute is acting on behalf of the National Steering Committee on Adult Literacy and Technology which grew out of a conference sponsored by the Gannett Foundation in St. Paul in 1985. The project will investigate evolving technologies such as computers and videodiscs that can be used by literacy programs. Ten to fifteen technology consultants throughout the U.S. will help adult literacy programs learn how to incorporate technology in such settings as libraries, shopping centers, and schools. A video training package and print materials will also be developed to orient teachers and tutors who have not used technology before. The project will publish a newsletter and plans to develop criteria for evaluating computer software. The First National Adult Literacy and Technology Conference to be held at the University June 4-7 will explore state-of-the-art computers and other technologies in adult literacy. For more information contact Dr. Eunice Askov, Director, Institute for the Study of Adult Literacy, Penn State University, 203 Rackley Building, University Park, PA 16802 (814) 363-3777.

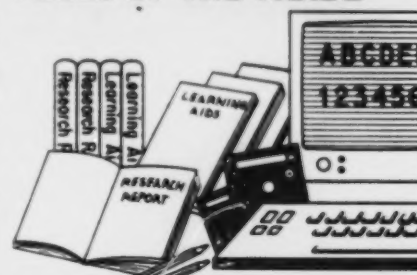
Congressional Task Force on Illiteracy

Last fall the Congressional Institute for the Future hosted a breakfast for the Congressional Task Force on Illiteracy, a bi-partisan group of 33 U.S. Senators and Representatives who are actively leading the congressional fight against illiteracy. The 100th Congress is committed to taking positive action during this year's session. To help them, the Institute will hold regular workshops with congressional staff and literacy experts, a large press conference in August, and a series of regional events.

In The States

- The **Arizona** Joint Task Force on Adult Illiteracy submitted a report in December to the Governor and Superintendent of Public Instruction, titled *Unlocking the Future: Adult Literacy in Arizona*. The report defines the nature and costs of illiteracy in the state and suggests steps to remedy the problem. The business sector is called on to join in the statewide effort through creation of a fund for exemplary literacy programs, establishment of employee programs, and other activities. A March conference for business leaders focused on employee basic skills.
- In **Colorado**, the Denver Metro PLUS Task Force and the *Rocky Mountain News* hosted a December "Executive Literacy Breakfast" to increase the involvement of the state's business leaders.
- In **Hawaii**, the Governor's Council for Literacy has been conducting literacy-awareness activities in conjunction with the state PLUS Task Force.
- The **New York** "You Can Read" campaign was launched in January by Commissioner of Education Gordon Ambach, with award-winning novelist Toni Morrison serving as chair. The campaign will work with existing services to increase participation by underserved communities in local literacy efforts.
- The **Oregon** State Advisory Committee for Adult Education and Literacy is preparing a plan to establish local literacy coalitions and expand services for adults with the lowest basic skills. The Committee hopes to enable programs to respond to the demand for services from the state's immigrant population which has increased as a result of recent changes in the law requiring immigrants to have basic skills in English to qualify for citizenship.
- **Tennessee** Congressman Jim Cooper's Legislative Task Force on Literacy issued a report in January, titled *Tennessee Literacy 2000: An Agenda for Action*. It makes specific recommendation for a multi-sector statewide initiative, with a special focus on the relation between literacy and jobs.
- **Virginia's** Governor and Mrs. Baliles have initiated a state Literacy Action Plan focusing in particular on increasing business involvement. The plan includes creation of a Virginia Literacy Foundation through which businesses and other sources can contribute funding to private and voluntary literacy programs around the state.
- **West Virginia** taxpayers can now contribute to the state's Adult Literacy Education Fund by checking a box on their state income tax return.

TOOLS OF THE TRADE



- **The Subtle Danger: Reflections on the Literacy Abilities of America's Young Adults** is a follow-up study to the September 1986 report, *Literacy: Profiles of America's Young Adults*, prepared by NAEF. The report analyzes the original data and discusses its implications for education, labor, and citizenship. It is available for \$6.50 plus \$1.50 shipping from the Center for the Assessment of Educational Progress, ETS, Rosedale and Carter Roads, Princeton, NJ 08541 (609) 734-1327.
- **COMPRIS, INC.** produces educational computer courses accompanied by related audio tapes. Fourteen courses are available including Spelling, Reading and Understanding, Punctuation, Grammar, Report Writing, Critical Thinking, The Literacy Experience, and Communication Skills for the Secretary. The programs require at least a seventh grade or higher reading level. Courses range in price from \$250 to \$425. They can be used in schools, prisons, businesses, at home, and in other settings. For more information contact Karl Parks, Director of Marketing, COMPRIS, 6 Beechwood Avenue, Ottawa, Ontario, Canada K1L 8B4 (613) 746-3526.
- **To Secure the Blessings of Liberty**, a new report prepared by the National Commission on the Role and Future of State Colleges and Universities, calls for a U.S. "educational Marshall Plan" to give Americans a better education and enable them to survive in today's competitive world economy. The report cites school noncompletion, poverty, and illiteracy as key areas for improvement. Send \$12.50 to Allan Watson, Special Projects, AASCU, One DuPont Circle, Washington, DC 20036 (202) 293-7070.
- **Regional High Technology Delivery Systems For Adult Literacy**, a report produced by the Houston Independent School District for the Texas Education Agency, is the result of an effort to develop a comprehensive basic skills delivery system in Texas including the use of television, radio, and other technology. The report contains numerous practical steps for implementing technology into literacy programs. One of the best such studies available, this report may be of interest to other state and national planning groups. For a copy of the Executive Summary, contact Patricia Sturdivant, Deputy Superintendent for Technology, Houston Independent School District, 3830 Richmond Avenue, Houston TX 77027.
- **Essential Characteristics of Effective Adult Literacy Programs: A Review and Analysis of the Research** by Miriam Balmuth examines the characteristics of effective literacy programs in the U.S. for adults 17 years or older who read below a fifth-grade level. The report is intended as a guide for ABE programs. A copy can be obtained by writing to Miriam Balmuth, Hunter College, 695 Park Avenue, Box 22, New York, NY 10021.

COLLEGES & LITERACY

(cont'd. from p. 1)

Why The Problem Looms So Large

Just why so many adult Americans can't read or write to an adequate level of functioning has no simple answer. The causes are complex and interrelated—the effects of discrimination and poverty, inadequately-trained teachers, poor schooling, intergenerational transfer of illiteracy from parent to child, and changing social requirements for literacy, to name some. A discussion of each of these causes is beyond the scope of this article, but the latter needs some elaboration here.

Adult literacy cannot be thought of as a precisely-defined set of skills that remain constant over time. It was once defined as the ability to simply sign one's name. In the 1920's a 5th-grade reading level was considered the minimum needed to function adequately. During World War II this rose to 8th-grade equivalency. Today most experts say it should be 12th-grade.

In a major study by researcher Larry Mikulecky of Indiana University in 1980, it was found that 70 percent of the reading material found in a cross section of jobs is between 9th-grade and 12th-grade difficulty, and 15 percent is even higher. Material used in military jobs averages 10th-12th grade in level of difficulty according to the study. And 12th-grade level is needed to read and understand the average newspaper.

In 1975 the University of Texas Adult Performance Level Study (APL), funded by the U.S. Department of Education, rejected the use of school-grade completion levels as the measure of literacy (it is not a meaningful measure) and developed instead specific competencies needed for a person to function (i.e. tasks to be performed in everyday living and working), regardless of his or her level of academic achievement. The point was and is that literacy is not so much the ability to decode words and read textual material as it is to process the information contained therein, derive meaning from it, and apply it to specific tasks that need doing in specific contexts. The 1986 study by the National Assessment of Educational Progress of the skills levels of 21-25 year olds stresses the same point.

The Community College Outreach

Community colleges are veterans in serving out-of-school adults who are not necessarily college bound. They are the second largest provider of basic skills instruction in the nation, outranked only by federal Adult Basic Education programs operated through the public schools. In 1985, community colleges received 21 percent (about \$40 million) of the total federal and state outlay for ABE programs (with 61 percent going to school-based programs).

In five states (Iowa, North Carolina, Oregon, Wisconsin, and Washington State), community colleges constitute the exclusive system for delivering basic skills to out-of-school adults. In seven states (Alaska, Idaho, Kansas, Nebraska, Nevada, Wyoming, and New Mexico), they are the predominant source of ABE instruction, with school districts and other community groups playing a lesser role. In still other places, such as California, Florida, and Texas, the

community colleges are responsible for a substantial portion of ABE. The programs of California and Florida alone serve some 1.1 million persons, or nearly 40 percent of the adults served by ABE nationwide.

Some experts predict that in the next decade or so responsibility for ABE will shift predominantly to community colleges, and indeed changes in the language of the federal ABE Act a few years ago explicitly sought to encourage this. There is a cogent logic in favor of such a shift. It is widely recognized that adults find it demeaning and embarrassing to attend schools for basic skills instruction for a number of reasons: schools are places designed for children; they bear unpleasant associations with past failure; and teachers accustomed to working with children aren't properly trained to meet the special educational and motivational needs of adults. Thus, school-based ABE programs are commonly viewed as counterproductive environments for recruiting and retaining adult students.

Providing literacy instruction for adults is totally consonant with the mission of community colleges. Their establishment after World War II, spurred by the great numbers of veterans attending college under the G.I. Bill, was for the purpose of expanding educational opportunity. They were to open the doors to members of society who had previously been closed out: lower socio-economic groups, blacks, women, working adults, and commuting students. They were to integrate general and vocational education and, most important of all, serve local community needs. Today there is a public community college located within commuting distance of every American. A total of 1,219 are threaded across the land. A characteristic of all of them is their close, organic tie to the life of the community. That tie is often reflected in frequent partnerships with other public and private groups in pursuit of a common goal.

A typical joint effort links instruction in reading, writing, and English to job training. In Worcester, Massachusetts, for example, Quinsigamond Community College, the Newton Buying Corporation (retail clothing), the International Ladies Garment Workers Union, and the Metro South/West Private Industry Council are engaged in a project that will enable 50 workers, primarily Spanish-speaking, to develop English proficiency. The college is developing a special ESL job-related curriculum. It conducts classes at the company warehouse at shift change times, and is working with the union to develop a system of peer language coaches to support and encourage their fellow workers.

"The college displayed a real sensitivity in the way it went out to the employer and the union," says Sondra Stein of the Workplace Education Initiative, under whose aegis the program operates. "They really custom tailored the whole thing to meet our needs." The Initiative is funded by the Massachusetts Office of Training and Employment Policy and the State Department of Education. Its purpose is to help qualify workers for better jobs and to develop models which link basic skills groups, unions, businesses, and others.

Community colleges also are frequently affiliated with the voluntary literacy agencies, such as Literacy Volunteers of America (LVA) and Laubach Literacy. A typical joint arrangement is one in which college personnel are instructed by LVA in how to train tutors, who in turn strengthen the college's basic education classes by working with students there on a one-to-one basis. Together the colleges and the

voluntary agencies develop strategies for local recruitment, choosing curricula, managing programs, and the like.

The historical commitment of community colleges to the education of the total community has been underscored recently by action of two of the national professional organizations that represent them:

The American Association of Community and Junior Colleges, in its 1987 public policy agenda, for the first time specified literacy as a major focus of concern. It is planning special programs to help at-risk groups in the population. One aspect of that effort will be to help member colleges increase the number of adults earning high school diplomas, strengthen day care services to single parents while they are in class, and focus on the competencies needed by these students to succeed in small business.

The League for Innovation in Community Colleges, a national consortium of 19 of the largest urban-based community colleges in the U.S. and Canada, is similarly committed to the underprepared student. The League is presently assessing the needs and services for these students in their member colleges, with a focus on literacy in the workplace. Last September the League's newly-formed Business and Industry Task Force met with Senator Paul Simon of Illinois to discuss national needs in workplace literacy, out of which came a pledge by both to explore ways the League can address the issue.

Among the subjects being explored is the use of interactive video courses in English-as-a-Second-Language. Dedicated to innovation and experimentation, the League has a five-year project with 11 national computer companies to improve the application of computers to teaching and learning, including basic skills instruction. A number of League members have already developed outstanding programs using technology for basic skills instruction, notably Central Piedmont Community College in Charlotte (NC), Cuyahoga Community College in Cleveland, and Miami-Dade Community College.

College Work-Study

Some colleges and universities are being drawn into basic skills provision through the federal College Work-Study Program, under which financially-needy students are paid to work part-time in order to remain in school. In the literacy component of the Program, students are trained to work as tutors and as supporting staff in community literacy programs. In some cases they receive college credit for their work.

This project, an initiative of the U.S. Department of Education, started in 1983-84 as a pilot with 18 institutions taking part—ranging from community colleges to major universities. Funds totaling \$340,000 enabled more than 250 students to tutor and help in other ways with the literacy work of schools, community organizations, literacy councils, and other such groups. Now in its third year, the project has nearly tripled in size to include 61 institutions. The level of funding has nearly doubled. Eighty percent of all Work-Study funding comes from the federal government; 20 percent from the institutions themselves. The colleges like Work-Study because it is a source of inexpensive labor for them, benefiting both the students and the institutions.

An independent evaluation of the Work-Study basic skills program after one year of operation concluded that it has great potential and is cost effective. It noted that more than 8,000 adults had benefited from

the program and, further, that it provided an enriching work experience for the student tutors. The evaluation underscored that if the program is to be continued and expanded to additional sites, federal funds would have to be made available independently of regular Work-Study monies so as not to draw students away from regular campus jobs on which the colleges have come to depend. At this writing, however, the entire effort may be in peril. In the education budget submitted to the Congress in January, the President requested zero funds and a rescission of all campus-based student aid programs for the coming year. If the proposal is accepted by Congress, College Work-Study is among the programs that will be wiped out.

Promising Research Trends



Penn State Literacy Logo

That attention to adult literacy in higher education is growing is also evident from basic and applied research activities developing on numerous college campuses around the country—at Harvard, the University of Pennsylvania, Carnegie-Mellon, Indiana University, Columbia University, North Carolina State, the University of South Carolina, Penn State, and elsewhere. Space permits only a few citations here but they are illustrative examples:

Harvard. At the request in 1986 of Harvard president Derek Bok and John Shattuck, Vice President for Government, Community, & Public Affairs, the Harvard Reading Laboratory initiated a study of local literacy activities in Cambridge and Boston. Its purpose was to learn what they are doing, what in their programs need improvement, and what Harvard might do to help.

"The issue of adult literacy is a very important one in the greater Boston area and in the state," says John Shattuck. "Governor Dukakis has made it a major focus of his new administration. Along with other programs, he's announced plans to set up a Citizens Literacy Corps. He has asked Mr. Bok to serve as its co-chair and we'll be working with the state to structure it. The study was a first step toward informing ourselves and others about adult literacy centers in and around Boston." [Note: The Citizens Literacy Corps is one element in a new Massachusetts State Board of Education policy which seeks to develop a comprehensive system within five years for delivery of adult basic skills services so that everyone in the Commonwealth who wants to become literate can do so.]

Harvard also is planning to offer a program in which practicing adult literacy teachers and interested undergraduate and graduate students will be trained to teach adult basic skills at zero to high-school levels. In addition, follow-up meetings are continuing with personnel of the literacy centers that were included in

the study. "We need them to share with us what they know. As researchers, we need the feedback," says BCEL advisor Jeanne Chall, who is director of the Harvard Reading Laboratory. "We are visualizing a center for research on adult literacy in the School of Education and have recommended that it be established," Dr. Chall added.

University of Pennsylvania. The Literacy Research Center at the University of Pennsylvania was established in 1983. It is an interdisciplinary effort to study problems of literacy at every age level and across cultures. It aims to contribute to the professional and academic communities and to aid public policy development through basic and applied research.

One major research project (supported by the Philadelphia National Bank), is working to design and place in use learning assessment tools that are appropriate to the diverse personal needs and goals of individuals attending literacy programs. "The emphasis is less on reading and writing as a set of technical skills," says Dr. Susan Lytle, project director, "than on literacy as a set of cultural and social practices that involve the use of print in different ways in different communities."

The Center is also sponsoring a working conference, *Research From The Inside Out*, on May 9th. It will bring together practitioners and researchers from around the country to map out new directions in current research and explore areas for collaboration. Moreover, Sheldon Hackney, president of the University, has a strong personal interest in adult literacy. A forum hosted by him last fall assembled 200 representatives from business, higher education, and literacy organizations to link these groups so they can work together on the city's literacy problems.

Penn State University. The Institute for the Study of Adult Literacy at Penn State was established in 1985. It is concerned exclusively with the literacy problems of adults. Most of its work centers on the advocacy and use of computers and other instructional technology for teaching literacy. To this end, it engages in research and development, trains teachers, and provides technical assistance to literacy programs.

Among its current projects is one to develop computer courseware for teaching word recognition skills to low-literate adults, an effort undertaken for the State Department of Education. For the National Institute of Corrections, modules are being developed to train literate prison inmates to tutor non-literate inmates in the basic skills. (See p. 3, News In Brief, for other activities.)

Boston University. In what is probably the first activity of its kind anywhere, Boston University recently called together more than 35 deans from two- and four-year public and private institutions to discuss the role of higher education in support of adult literacy in Massachusetts. One goal was to identify what could be done by the various types of institutions to better serve different populations. Teacher training and certification was also an issue of top concern. The full agenda before the group will be taken up in future meetings.

Training Teachers To Teach

The California legislature recently commissioned a study by James Johnson of the Far West Laboratory to examine the existing system of literacy provision in the state and to determine an appropriate role for postsecondary institutions. Among the study's recommendations is that higher education focus its ef-

forts on teacher training, not only teachers of adult education but elementary school teachers as well. "A critical dimension in dealing with the issue is prevention, treating the problem at its source—and 'too many elementary school teachers simply don't know how to teach reading,'" the report said.

As a profession, adult basic education has for so long been a marginal enterprise that most colleges and universities have offered very little by way of professional teacher preparation. At the undergraduate level, where most teachers start, there is almost a total absence of courses in adult basic education. At the graduate level, some 125 institutions now offer programs in the general field of adult and continuing education, about half including some basic education component. (Some of these, at San Francisco State University, University of Rhode Island, University of Arkansas, and University of Wisconsin, for example, are reported to use outstandingly innovative approaches.) But it is still rare to find fully developed graduate programs leading to a master's degree or more.

One barrier is that there is too little demand to justify offering such programs. In general, there isn't much incentive for students to major in the field because of its lack of status, the lack of competitive salaries, and the absence of career ladders and an institutional constituency.

Is A New Field Taking Root?

In the aggregate, these developments do seem to foreshadow a new and lasting place for adult literacy in higher education. But are they pace-setting moves that other institutions will follow and that in the end will professionalize the field and build for it a respected niche in the educational structure? The answers are only now in the making, but many experts believe so.

"We see a growing trend," says Jeanne Chall. "More and more scholars and reading researchers are becoming involved in adult literacy. There is more good serious work coming out, such as the NAEP report. One of the important things about this is that, as in all the sciences, it sets a pattern for the young people who look to the older workers in the field." Arlene Fingeret of North Carolina State University observes: "I'm beginning to see people in higher education act as if they do have a role. Mostly in the past you would hear 'Yes, it's an important issue but it's got nothing to do with us.' Now they're acting as though it does." Boston University's Ruth Nickse adds: "There's a trend toward much more involvement in many areas—teacher training, technical assistance to local programs through networks, basic research into how adults learn to read, applied research and materials development, and the use of technology."

BCEL advisor David Harman of Columbia University cautions, however, that "there have always been conferences and odds and ends of research. The research is usually mapped out by funding agencies and usually involves the regional research labs rather than universities. It's all fragmented and uncoordinated. What we lack is a solid research base, but to do something at the university level requires funds and these are not perceptibly increasing. Some foundations have announced big grants, but in the main they're for service and that puts researchers in conflict with those who want the money for running programs. Yet their programs would be more effective if we all knew more about how to make them that way." On this, there is consensus through the field. ■

CONNECTIONS



The companies and foundations listed below have either adopted adult literacy as an area of grant interest or told BCEL they will consider proposals from the literacy field within the guidelines given. Geographical limits should be strictly observed.

AmeriTrust Corporation

AmeriTrust will consider requests for local literacy projects in IN and OH. Funding decisions are made quarterly. For application details write to John Housand, Executive Vice President, First Indiana Bank Corporation, PO Box 460, Elkhart, IN 46515; or Bruce Akers, Vice President of Corporate Contributions, AmeriTrust Corporation, 900 Euclid Avenue, Cleveland, OH 44115.

Atlantic Richfield Foundation

The Foundation will consider requests from nonprofit literacy groups serving youth and adults in 6 metropolitan areas: Anchorage, Dallas, Denver, Houston, Los Angeles, and Philadelphia. Send letter of inquiry to the Manager of Public Affairs of the Atlantic Richfield Company in each city.

CORPORATE LITERACY ACTION

IBM

In Philadelphia, IBM is proving that private business, government, and education can work together constructively on the illiteracy problem. Using computer-based instruction, IBM has joined the Mayor's Commission on Literacy to teach adults basic reading, writing, and math skills at three local sites.

IBM has donated 140 personal computers and software worth over \$300,000. Forty computers will go to projects run by the Center for Literacy, the Lutheran Settlement House Women's Program, and a proposed Center City Learning Center, and the additional 100 will go to the Mayor's Commission for distribution to other agencies involved in literacy training. IBM will also set up its own in-house tutoring center using employee volunteers. The effort will focus primarily on

Charles Stewart Mott Foundation

Mott is interested in innovative national, state, and local projects dealing with the basic skills problems of at-risk youth. For application guidelines contact Jon Blyth, Program Officer, Mott Foundation, Mott Foundation Building, Flint, MI 48502 (313) 238-5651.

Eaton Corporation

Eaton will consider requests from literacy groups located in its 60 operating communities nationwide if Eaton employees are involved. Those receiving United Way funding are not eligible. Contact the local company manager or the involved employee for details.

Fay's Drug Company Foundation

The Foundation will consider proposals from national, state, or local literacy groups located in CT, MA, NY, and PA, states in which Fay's has stores. Community-service projects are preferred. Send proposals to Gillian McAuliffe, President, Fay's Drug Company Foundation, 7245 Henry Clay Boulevard, Liverpool, NY 13088.

First Union Corporation

First Union will consider proposals from literacy groups serving youth and adults in NC, SC, GA, and FL. Organizations based in communities where the company has facilities should send a letter of inquiry to the City Executive of the local First Union operation. Statewide literacy groups should send a letter

adults who read between fifth- and eighth-grade level to prepare them for high school diplomas, entrance into specific job training programs, or actual jobs.

For more information contact Cynthia Stevens, IBM, 7 Penn Center, Philadelphia, PA 19103 (215) 864-2124.

GANNETT FOUNDATION

In February, the Gannett Foundation in cooperation with *USA Today*, awarded \$1.25 million in the first round of its 2-year, \$2.25 million competition to help advance statewide planning and literacy services. Thirteen grantees were selected from among 75 applicants. Selections were made with input from an 18-member national advisory board. All winning projects aim to establish lasting mechanisms for providing literacy services, a basic Gannett criteria. Some are planning special efforts focused on bilingual education, basic skills for rural groups and the learning-disabled, and overcoming social and economic barriers for adults needing help. The winners are: **State Board of Edu-**

of inquiry to the Chief Executive Officer of the state headquarters in Charlotte, Greenville, Atlanta, or Jacksonville. Requests must be in by September 1 for funding in 1988.

Riegel Textile Corp./Mount Vernon Mills

Company plants operate in over 20 locales in the South. Each plant has a small community contributions program and will consider requests from local nonprofit literacy groups. Contact the local plant manager for details.

Southern New England Telephone

Within its higher education grants program, the company will consider requests from literacy groups serving CT. Applicants must have a 501(c)(3) status, a track record of community service, financial stability, and, if possible, other private-sector support. Funding is limited to specific projects. Send a letter briefly outlining the proposed project to Evelyn Skelly, Staff Manager, Corporate Contributions, SNET, 227 Church Street, New Haven, CT 06506.

The Prudential Foundation

Literacy is a priority of the Foundation. Requests will be considered from local community-service groups in Los Angeles, Jacksonville (FL), Ft. Washington (PA), Minneapolis, and from providers in the state of NJ. Send a letter of inquiry to Donald Treloar, Prudential Foundation, Prudential Plaza, Newark, NJ 07101.

cation in Illinois (\$100,000); **Indiana Adult Literacy Coalition** (\$91,000); **Maine State Literacy Coalition** (\$99,000); **Literacy Volunteers of Massachusetts** (\$100,000); **Minnesota Adult Literacy Campaign** (\$100,000); **Nevada State Library and Archives** (\$99,000); **Oregon Literacy, Inc.** (\$91,000); **Pennsylvania State University** (\$100,000); **Department of Education in Puerto Rico** (\$100,000); **Department of Elementary and Secondary Education in Rhode Island** (\$82,000); the **Tennessee Community Education Association** (\$100,000); **University of Texas at Austin** (\$100,000); and **Washington Literacy in Seattle** (\$88,000). The second-round competition will be announced later this year. Gannett had high praise for the quality, timeliness, and range of proposals received in the first round and hopes the non-winning applications will draw the attention and support of other funding groups interested in state planning for literacy.

For more information contact Ms. Christy Bulkeley, Vice President, Gannett Foundation, Lincoln Tower, Rochester, NY 14604 (716) 262-3315.

COX NEWSPAPERS

In April 1986 at the annual convention of newspaper publishers, Jonathan Kozol spoke about illiteracy in America and what role newspapers could play in combating it. Following that speech, the Cox newspaper chain invited Kozol to write a full report on the issue with detailed recommendations to the industry. The result of his effort, *Where Stands the Republic? Illiteracy: A Warning and A Challenge to the Nation's Press*, is one of the most eloquent and useful statements thus far on how the newspaper industry can respond to this critical problem.

The publication is available at no cost from Linda Stewart, Cox Newspapers, PO Box 105720, Atlanta, GA 30348 (404) 843-5123.

ANPA/AARP

The American Newspaper Publishers Association (ANPA) Foundation and the American Association of Retired Persons (AARP) have produced a newspaper advertisement and poster urging older Americans to combat illiteracy by volunteering their time and talents to help younger people. The ad will be sent to 1,400 ANPA newspapers and will be directed to AARP's 24 million members as well as other older people. There are many ways retired people can help—volunteering for tutoring, publicity work, office assistance, organizing, managing, and fundraising are just a few examples.

For further information, contact Literacy Coordinator Carolyn Ebel Chandler, ANPA Foundation, (703)

648-1251. Single copies of the poster and ad are available at no charge from: Literacy Poster, AARP Fulfillment, 1909 K Street, NW, Washington, DC 20049.



WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND ASSISTANCE

American Express last year made grants ranging from \$500 to \$20,000 to 7 adult literacy programs around the country. The grants were made as part of Project Hometown America which awarded over \$3 million to 205 community-service projects nationally.

The Carroll County Times offers a free month's subscription to any student who successfully completes the tutorial program of the Literacy Council of Carroll County (MD). The newspaper also provides subscriptions at a discount to tutors who use the paper as teaching material.

The **Chicago Bears, Bulls, Sting, and White Sox** professional sports groups had team members participating as models in an October "All Star Fashion Show for Literacy." Proceeds from the event went to Literacy Volunteers of Chicago and the Literacy Council of Chicago. Team members also recorded literacy public service announcements for play throughout Illinois. And during September's Literacy Weekend, professional and college teams broadcast PSA's over their public address systems and on their scoreboards.

Chicago Tribune Charities has raised \$140,000 in six benefit concerts given by Bill Cosby in September. These funds will be distributed by the foundation to Chicago-area literacy programs.

The **Hearst Foundation** has awarded a grant to Literacy Volunteers of America to establish a Southeast regional office in Atlanta. Several local businesses helped the Tullahoma (TN) City Schools get its volunteer literacy program off the ground in December. **K-Mart** donated small gifts for the program's tutors, and **McDonald's** furnished lunch for tutors at a training session. A **Kroger** store inserted promotional flyers in customers' shopping bags, and a **Walmart** store opened its vestibule to program volunteers who distributed flyers to customers.

The **Memphis Commercial Appeal** helped with the printing costs of the 1986 national conference of Laubach Literacy Action.

The **Mountain and Plains Booksellers Association** held a banquet in September to raise funds for two Colorado literacy programs.

Pizza Inn of Iuka (MS) has offered a 30% discount to all tutors and students working with the Trishomingo County Literacy Program. The **Iuka Printing Company** has been providing free printing services to the program.

The **Press Telegram** in Long Beach (CA) has introduced its Newspapers in Education program into a remedial program being conducted for U.S. Navy personnel while they are stationed on board ship. This Navy Afloat Functional Skills Program operates in conjunction with the City Colleges of Chicago.

The **Prudential Foundation** is among the recent contributors to Project Read in Newark (NJ).

The **Rotary Club of Summerville** (SC) made a recent grant to the Trident Literacy Association for the purchase of manuals for new tutors.

The **Ashland Oil Foundation** has contributed \$10,000 to the newly-established Virginia Adult Literacy Education Fund. This donation is earmarked primarily for the purchase of additional instructional materials for the state's "GED on TV" program.

PLANNING AND AWARENESS

Adolph Coors Brewery was represented in a recent PLUS meeting in Denver by an employee who spoke of his past life as an illiterate and the personal benefits he has gained from his participation in a local literacy program.

The **American Society of Newspaper Editors** has formed a Newspaper Literacy Committee to develop ways for newspapers to promote adult literacy and improvements in public education. The **Philadelphia Publishers Group** has set up a similar committee to promote involvement of area publishers.

Berkshire County Savings Bank covered the costs of printing 10,000 awareness bookmarks distributed to religious organizations by the Literacy Volunteers of Berkshire County (MA).

CIGNA Corporation employees appear on a PLUS television PSA, in which they describe what they have accomplished in their roles as volunteer tutors.

Honeywell, Arizona State University, and FIPSE co-sponsored a March symposium on literacy in the workplace for managers and trainers from 50 companies around the state. Honeywell currently offers an ESL program to employees and is planning to introduce a basic literacy program as well. **Digital Equipment Corporation** was also represented on the symposium coordinating committee.

IBM has donated \$750 to the Ohio Literacy Network to help cover the costs of its statewide conference in June. The company has also provided meeting space for the conference planning committee.

New England Business ran a story on workplace literacy in an issue of its magazine in February. The story focused on efforts in Massachusetts to upgrade employee basic skills.

Northern Trust Company hosted a March meeting of the Illinois Literacy Council at its Chicago headquarters. Company facilities are also used for tutoring activities carried out by employee volunteers.

Pizza Hut donated \$1,000 for literacy-awareness balloons and flyers distributed as part of the PLUS campaign in Hawaii.

SeaFirst, Boeing Company, Weyerhaeuser, and Burlington Northern have made financial contributions to the PLUS campaign in Washington State. These funds are supporting a statewide hotline and the work of a tutor coordinator.

Siemens, Bell South, Bell Atlantic, Apple Computer, and Reader's Digest have made financial contributions to the Congressional Institute for the Future, to support the Institute's efforts to develop literacy-policy options at the federal level.

State-Times and Morning Advocate of Baton Rouge (LA) has instituted a Newspaper Literacy Initiative through which the newspaper has compiled and distributed a literacy services directory for the area. The paper is also running a half-page weekly feature presenting current issues in a format usable by new adult readers. The **Decatur (IL) Herald and Review** is running a similar new-readers section on a monthly basis.

Telephone Pioneers has contributed \$1,000 and volunteer time to help organize a statewide PLUS conference in Oregon. **Pacific Power & Light, Pacific Northwest Bell, IBM, and the Portland Oregonian** are represented on the PLUS Task Force.

EMPLOYEE BASIC SKILLS PROGRAMS

Aqualon Company and Allied-Signal, Inc. provide remedial basic skills instruction to employees in their Hopewell (VA) plants. The Allied-Signal program was begun in 1975, and since then about 40 employees have completed the program.

Black & Decker has, through its Re-employment Assistance Program, referred two employees to the Literacy Council of Carroll County (MD) for tutorial help.

General Motors employees are participating in a high-school-equivalency program at the company's Baltimore plant. GM and UAW operate the program in collaboration with nearby Dundalk Community College. Eight hundred employees at GM's Rochester Products plant (NY) have signed up for a remedial basic skills program being run by the company in collaboration with the local state Adult Basic Education office.

Smith Services, Inc. has established a remedial program for more than 40 company employees and members of their families at its facility in Bluefield (WV). Instruction is provided by staff of the Mercer County Vocational-Technical Center.

NOTE TO OUR READERS:

BCEL provides a basic subscription to this newsletter and other of its publications as a no-cost service to the business and literacy communities. We do this to ensure that all who find the materials useful have easy access to them regardless of financial circumstances. As a self-reported charity, however, BCEL depends heavily on outside contributions. More than 20,000 are currently among BCEL's supporters and we are working constantly to increase that number. We would welcome individual donations from all of our readers who might wish to help advance our work. BCEL is a 501(c)(3) organization and all donations are tax-exempt.

JOB-RELATED SKILLS

BCEL is preparing for the business community a technical assistance bulletin titled "Developing A Basic Skills Program For Your Employees." We expect the bulletin to be ready for distribution by June. It will include Principles To Guide Your Effort, Developing and Administering A Program, Tips For Program Success, Special Issues to Consider, and Reading Material and Useful Contacts.

Meantime, we are hearing with increasing urgency from businesses needing help now, so we thought it might be useful to provide, from one section of the bulletin, some of the

key principles that companies will be urged to keep in mind in setting up job-related skills programs:

- Teach basic skills using the content of specific jobs.
- Teach reading strategies appropriate to workplace needs. Employees need to read to accomplish specific tasks, make judgments, and solve problems.
- Build on the employee's prior knowledge of a job content area to teach new concepts.
- Customize the curriculum to suit the needs of your company and the specific jobs that must be done.
- Use materials actually used on the job for instruction. This helps employees understand what the job consists of and what job performance requirements are.
- State learning objectives clearly and explicitly as they relate to skills needed for specific jobs. Goals that use non-job criteria, such as reading grade level, are not relevant and their value won't be apparent to the employee.
- Publicize your program in a way that does not make your employees feel embarrassed or fear the loss of their jobs.

Note: For details on publications available from BCEL, and instructions on how to order them, see p. 8 of the January 1987 issue of the Newsletter.

BCEL Professional Advisors

William Bliss
Center for Applied Linguistics

Jeanne Chali
Director, Reading Lab
Graduate School of Education
Harvard University

Helen Crouch
Executive Director
Literacy Volunteers of America

Paul Delker
Former Director, ABE
U.S. Department of Education

Iris Ellenbein
Program Director
American Council of Life Insurance

David Hargreaves
Executive Producer
British Broadcasting Corp.

David Harman
Professor of Education
Teacher's College
Columbia University

Judith Koleski
Executive Director
American Association of Adult
& Continuing Education

Marti Lane
Coordinator
Volunteer Reading Aides Program
Lutheran Church Women

Lane Murray
Superintendent
Windham School District

Julia Palmer
President
American Reading Council

Roger Parent
Deputy Executive Director
American Library Association

Elaine Shelton
President
Shelton Associates

Dorothy Shields
Director
Education Programs
AFL-CIO

Wood Smethurst
Director
Reading Center
Emory University

Tom Sticht
President
Applied Behavioral and
Cognitive Sciences Corporation

Linda Stoker
Director
Technology Readiness Programs
Polaroid Corporation

Peter Waite
Executive Director
Laudbach Literacy

Mary Grisch Williams
Director
Adult & Continuing Education
Indiana Dept. of Education

Chris Zachariadis
Executive Director
Association for Community
Based Education

BCEL Officers & Staff

Harold W. McGraw, Jr.
President

Paul Jurmo
Program Associate

Gail Spangenberg
Vice President &
Operating Head

Dan Lacy
Vice President

***Dianne Kangisser**
Research Associate

***Ruth Weinstock**
Research Associate

***Bess Heitner**
Research Writer

Mary Keenan
Exec. Sec. & Admin. Asst.

Aimaz Lee
Sec. & Admin. Asst.

*On part-time consulting basis

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

JOB-RELATED BASIC SKILLS



Illiteracy in the workplace, one aspect of the overall adult illiteracy problem, is quickly becoming a main focus of national attention. Businesses are seeing increasingly that many of their employees have poor basic skills and that there is a direct link between this educational deficiency and on-the-job functioning. Many have set up programs to address this problem. Others are trying to do so now and have been asking for advice on how to start.

BCEL has just published **JOB-RELATED BASIC SKILLS: A Guide For Planners Of Employee Programs**. This 46-page technical assistance guide provides information of immediate practical use to employers large and small. It is a step-by-step guide to planning and implementing an effective job-related employee basic skills program. While mainly for businesses, it should be equally helpful to public-sector employers which have or want to develop such programs. Literacy professionals may also find it a useful tool. A brief overview of the guide is given below.

General Principles To Guide Your Effort

Part 1 discusses the vital importance of understanding CONTEXT in defining literacy and basic skills needs as they relate to specific jobs in specific company settings. It discusses the changing social and workplace requirements for literacy, and previews, on the basis of accumulated research and experience, some of the key ingredients for designing a successful program. In the first of 14 cases presented throughout the guide to illustrate key points, the elements of a model urban retraining program for waste-water treatment workers are given.

Developing And Operating A Program

Part 2 of the guide lays out and treats in detail 12 basic steps to take to decide on the purpose and content of a job-related basic skills program, implement it, and assure that it will achieve the desired results. The reasons for taking each step are also explained.

• Assessing Company Resources & Needs.

The goals of assessment are to make sure the company needs the program, has identified the internal resources required to support it, and makes decisions appropriate to its circumstances and overall production or service goals. Among the many questions to ask are: What goals/standards of the company are not now being met? What skills are/will be required to perform particular jobs? What departments in the company will have to be involved in an employee basic skills program? *Job analysis is an integral part of the internal needs assessment.* It involves establishing the minimum basic skills competencies needed in each job or group of jobs in the company. Programs at the Onan Corporation in Minnesota and Polaroid Corporation in Massachusetts are offered as illustrative cases.

• **Creating A Planning Team.** The best planning results are likely to come from a representative company-wide team, usually including training and/or human resource personnel, department heads, plant managers, and union officials. Top management need not be actively involved in the team's work, but their strong and visible support should be evident at the outset.

• **Collaboration.** Most companies do not have the internal resources to directly develop and run their own program. They usually will need to contract with an outside

(cont'd. on p. 4)

BCEL EDITORIAL

by

Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

We are particularly pleased, in the feature article of this issue, to announce and briefly summarize our new guide giving step-by-step information on how to plan and set up a job-related employee basic skills program so as to advance company goals. It is one answer, but hopefully a key one, to the many requests BCEL has received this past year from companies and educational technical assistance groups to provide help in meeting basic skills deficiencies in the workplace.

Our BCEL staff has worked hard on preparation of the guide for nearly a year now, taking important research findings into account and visiting and talking with more than 80 companies, education organizations, and state and national business groups. Although it represents only a first step in enabling an employer to get started in the important area of workplace literacy, we are proud of the thoroughness of this publication and believe employers, large and small, can really benefit from it in their efforts to develop good basic skills teaching programs.

A company's own internal requirements understandably merit first priority. But it is also very important that we remember that workplace literacy is just one aspect of the overall national adult illiteracy challenge. There still are thousands of literacy-providing groups all around this country in need of help from the business community, a need made even more urgent as a result of the greatly increased media attention to adult illiteracy these past two years. And ABC's and PBS's PLUS Campaign is the outstanding example. The provider groups are having considerable trouble in keeping up through their current resources with the new demand level for services that has already been generated, and that continues on the upswing. They need substantial help from both public and private-sector sources. Thus, we sincerely hope that even as the business community turns inward to the needs of its own workforce, it will remain open to providing grants and in-kind assistance in support of essential literacy services in the larger community beyond the worksite.

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NEWS IN BRIEF

American Ticket

KCET in Los Angeles is field-testing the pilot of *American Ticket*, its 26 half-hour series aiming to motivate school dropouts, limited-English-speaking adults, and others with poor basic skills to seek help. The series is one of the most significant and potentially promising developments in the adult literacy field. Its impact could be quite dramatic.

The series is set in a busy American sign factory. The props—marked No Trespassing, Danger, and For Sale—are used as tools for developing word recognition. The show's multi-ethnic cast of characters will become just as familiar to viewers as those on any hit sitcom. Howard Hesseman, from the TV series *WKRP in Cincinnati* and *Head of the Class*, plays the night watchman. He opens and closes the show, interacts with the characters, and talks about the problem of illiteracy. In addition to the continuing drama of the characters, real-life success stories are interwoven with a hotline number to call for help. Messages are interspersed by such celebrities as Pat Morita and Charlotte Rae.

KCET is planning extensive publicity and community outreach programs as well. The station will produce learning guides for teachers and students and video and audio cassettes for use at home, school, and at work. Studies show that adults in need of English instruction often watch *Sesame Street* and *Electric Company*. The series is patterned somewhat after those programs.

Major funding is still needed to produce the programs. The Michael J. Connell Foundation has pledged \$750,000 contingent on the project raising the total budget of \$6 million. For more information contact Bonnie Oliver, KCET, 4401 Sunset Boulevard, Los Angeles, CA 90027 (213) 667-9497.

National Center Launches Literacy Effort

The Center for Remediation Design in Washington, D.C. has launched a program to build local partnerships among government officials, business leaders, and employment and training professionals. The Center's overall mission is to assist job training officials to find ways to improve the basic skills deficiencies of at-risk youth. The Center is supported jointly by the U.S. Conference of Mayors, the National Alliance of Business, the National Association of Private Industry Councils, The National Job Training Partnership, Inc., and the National Association of

Counties. Together, these groups represent local employment and training systems throughout the country. The Center recently released a report titled *Basic Skills and Employment and Training Programs: A Monograph for Elected Officials and Private Industry Councils*. Among the Center's major goals during the next year are to conduct three national training institutes to link practical work experience with basic skills training. It also will work with six demonstration sites to plan and operate remedial education programs. For more information contact Lori Strumpf, Center for Remediation Design, 810 18th Street, NW, Suite 705, Washington, DC 20006 (202) 783-8395.

Legislative Update

Five new literacy bills were introduced earlier this year by members of the 100th Congress. They are in various stages of committee review.

- Rep. Pat Williams introduced the Adult Education Amendments of 1987. The bill would increase funding for ABE to \$200 million in fiscal 1988 and similar sums each year thereafter. One of the bill's provisions would allow states to use part of their funds for private-sector adult education programs to improve employee productivity.

- Sen. Albert Gore, Jr. has introduced Senate Bill 1073, called the Readfare Act. The bill would establish an Adult Education Literacy Training program under the Adult Education Act, initially authorized at \$50 million annually. As a condition of eligibility for public assistance, families with dependent children and food stamp recipients would be required to be tested for basic skills and enroll in literacy programs if necessary.

- Senate Bill 904 would amend the Job Training Partnership Act to establish a Literacy Training Program for unemployed, underemployed, and displaced workers. Currently, persons at the lowest skills levels are poorly served by the JTPA program because of immediate job placement requirements. The program would be carried out with grants and contracts to postsecondary institutions.

- Sen. Ted Kennedy introduced Senate Bill 1016 to create the Literacy Corps Assistance Act of 1987. It would provide funding to higher education institutions to train college students as tutors in literacy programs and give them college credit for their work. The literacy corps program would be developed in cooperation with public community agencies. The bill proposes \$9.2 million for Fiscal 1988 and \$18.3 million for fiscal 1989.

- Senate Bill 2835 would establish programs for limited-English-speaking adults. Known as the English Proficiency Act, the bill was introduced by the 99th Congress and reactivated this year. In addition to supporting English language and literacy programs, the bill would establish a national clearinghouse to compile information on literacy curriculum and resources for limited-English speakers. The bill would appropriate \$50 million a year for 1988, 1989, and 1990.

Update on PLUS

Round 2 of the National PLUS Campaign will begin this month. Among the main events planned are the following:

- On July 4, ABC-TV will present "ABC's Star-Spangled Celebration: Literacy and Liberty," a three-hour prime-time show hosted by Oprah Winfrey.

- On September 13, ABC will present "Bluffing It," a TV movie with Dennis Weaver playing an illiterate plant foreman.

- On September 16, the eve of Constitution Day, ABC News will air a three-hour prime-time special, "The Blessings of Liberty," anchored by Peter Jennings and Ted Koppel. The program will examine the unfinished agenda of illiteracy.

- On October 21, a major PBS documentary on illiteracy in the workplace will be broadcast. That morning Barbara Bush will host a national "PLUS Business Breakfast" for key government and business leaders in Washington, D.C., while, at the same time, many local PBS stations will host their own PLUS Business Breakfast shows.

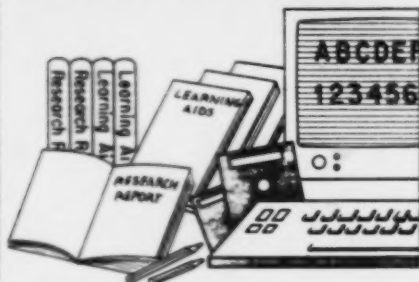
In the States

- Massachusetts Governor Dukakis has established a Governor's Literacy Initiative which will focus on workplace literacy, volunteerism, and use of technology.

- The Minnesota Adult Reading Campaign submitted a five-year plan to Governor Perpich in April. The plan calls for an increase in public and private literacy funding from \$13.4 million to \$40.8 million annually. In May, the state legislature approved a 103 percent increase in state funding for adult basic education. A new provision will allow \$200,000 of state funds to be granted to private non-profit organizations previously ineligible for ABE funds.

- Oregon's PLUS Task Force held a May conference for the state's business leaders titled "The Bottom Line: Literacy in the Workplace." The conference had extensive newspaper and radio coverage, and within a week, twenty-six companies had contacted the Task Force for more information.

TOOLS OF THE TRADE



• Three new publications are available from the National Council on the Aging: *Organizing a Literacy Program for Older Adults* (\$9.95); *Tutoring Older Adults in Literacy Programs* (\$4.95); and *Update on Healthy Aging* (\$6.95). They can be ordered singly or as a set for \$19.95 from The Literacy Education for the Elderly Project, NCOA, 600 Maryland Avenue, SW, Washington, DC 20024 (202) 479-1200.

• *Reading for Life*, by Virginia French Allen, is a first book for adult beginning readers and tutors. The book teaches phonics, the alphabet, sentence formation, and other basics. It also teaches the tutor what is involved in learning to read. It is available for \$16.50 from Spring Institute for International Studies, 4891 Independence Street, Suite 100, Wheat Ridge, CO 80033 (303) 431-4003.

• *Teach Someone to Read: A Step-by-Step Guide for Literacy Tutors*, by Nadine Rosenthal, is designed to give new tutors techniques for reading and writing to adolescents and adults. It uses a comprehension-based approach that stresses critical and analytic skills and comes with a separate Diagnostic Test Booklet. It can be ordered for \$12.95 from David S. Lake Publishers, 19 Davis Drive, Belmont, CA 94002 (415) 592-7810.

• *Newspapers Meet the Challenge* complements the American Newspaper Publishers Association slide/video media show. The handbook and the media show urge newspaper involvement in adult literacy and suggest specific forms of involvement. A free copy can be requested from Carolyn Ebel Chandler, ANPA Foundation, Box 17407, Dulles Airport, Washington, DC 20041 (703) 648-1000.

• *The Keep it Simple (K*I*S) Kit* by Kitty Knight is designed for adults who want to either improve their basic skills or tutor nonreaders. It contains an instructor's manual, 13 books of stories and exercises, four cassettes teaching reading, writing, and spelling, and instructions on filling in forms and writing letters. It is available from Hale & Ironmonger, GPO Box 2552, Sydney, NSW Australia 20011.

CORRECTIONS:

• April 1987 Issue, p. 3: *Tools of the Trade* COMPRIIS, INC. advises that their American address and phone number are: 1 Faneuil Hall Market Place, Boston, MA 02109 (617) 742-7135.

• April 1987 Issue, p. 7 col. 2: *What Other Companies Are Doing* The Ashland Oil Foundation entry should have read: "has contributed \$10,000 to the newly-established West Virginia Adult Literacy Education Fund."

• January 1987 Issue, p. 3, col. 2: *Tools of the Trade* The 800 number given for A.L.S. Audio Language Studies is in Canada and does not operate in the U.S. The U.S. number is 800-843-8056.

ASSAULT ON ILLITERACY

Illiteracy among black American adults is three times as high as among white adults. This has led to the formation by prominent groups within the black community of the Assault on Illiteracy Program (AOIP), a self-help initiative to combat illiteracy among black, Hispanic, and other disadvantaged populations. Organized in 1980, AOIP has grown into a national network of 120 black-oriented newspapers and 90 black-led membership organizations, many with hundreds of chapters in cities across the country.

AOIP's third annual conference, held in Washington, D.C. in February, was attended by 400 persons representing constituent organizations—including such groups as the National Black Leadership Roundtable, American League of Financial Institutions, A.E.A.O.N. Mystic Shrine (Shriners), National Association for the Advancement of Colored People, National Pan Hellenic Council, National Council of Negro Women, National Baptist Convention USA, Association of Black Sociologists, National Coalition of Title I/Chapter 1 Parents, National Council of Black Mayors, National Association of University Women, National Council for Black Family & Child Development, and National Sorority Phi Delta Kappa.

Also in attendance were representatives of major corporations supportive of AOIP efforts, among them Avon, ABC, Sears Roebuck, J.C. Penney, K Mart, Amoco, IBM, Coca Cola, R.J. Reynolds, Nabisco, Philip Morris, Brown & Williamson Tobacco, Chrysler, GM, and the Ford Motor Company.



Business & Community Leaders
AOIP 3rd Annual Conference

Unique Approach. AOIP's approach to literacy education is unique and potentially powerful. To begin with, it has chosen as its mission what may be the toughest challenge in the field: to reach people who don't care about literacy because they don't see that it can make much difference in their lives. The target clientele are persons so defeated by multiple afflictions of poverty, unemployment, bad housing, racial or ethnic discrimi-

nation, and broken families, that they have no will left to learn. AOIP believes that the sense of worthlessness and despair that grows from these severely-deprived environmental conditions is a root cause of illiteracy—and that this cannot be separated from the race-related realities that create such conditions. Without addressing these issues, AOIP contends, efforts to educate and uplift are futile.

AOIP therefore has two major priorities: One is the production of motivational and instructional materials that lead users to look toward a better life and that instill pride, a sense of self-worth, and a can-do attitude. "If there is no dinner on the table and what you see are burned-out stores and houses, you question your future," says Ozelle Sutton, AOIP president. "So our emphasis is on building a sense of heritage, security, and new possibilities."

Teaching/Learning Materials. AOIP materials are intended for use at home, in and out of schools, in welfare centers, public housing projects, churches, drug rehabilitation centers, halfway houses, penal institutions, adult education centers, and college and community-based remedial programs.

Among its major products is *The Missing Link*, an eighty-page manual designed to train school teachers and volunteer tutors how to inspire people to seek out learning. "The schools can't do it alone. We urge AOIP folks to wrap their arms around the schools and give them the support they need for motivating kids."

The manual was authored by Carrie Haynes, former principal of the Grape Street Elementary School in the Watts section of Los Angeles. Her ego-strengthening approach advanced the school from having nearly the lowest reading scores in the city to having nearly all its 1,100 pupils reading at grade level. Eight thousand copies of *The Missing Link* has so far been distributed to school systems and affiliated AOIP groups.

Another major item in AOIP's publishing repertory is *The Advancer*, an eight-page weekly tabloid inserted in black-oriented community newspapers. (This parallels the use of the "white-oriented" major newspapers routinely employed as curriculum fare in school classrooms, but which generally contain little to help the self-esteem of ghetto residents.)

The Advancer contains current news, profiles of role models, pieces on black or Hispanic heritage, on health, science, civics, and puzzles and comic strips—all written at about a fourth-grade level—plus a tutor's

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ASSAULT ON ILLITERACY

(cont'd. from p. 3)

guide, vocabulary words, and comprehension questions. It is designed so that people can tutor motivate themselves, if necessary. Also featured is a section for total non-readers, with special instruction for use by tutors.

These and other AOIP materials are supplemental rather than basal, but AOIP also has a sequential skills curriculum developed by black educators for pre-kindergarten through adult and continuing education levels.

The black community newspapers which carry *The Advancer* and *The National Black Monitor*, a monthly family-community organization magazine, serve as vehicles for local and national interorganizational communications.

Building Communities. AOIP's twin mission focuses on the building of healthy black communities. This includes educating the more fortunate black and Hispanic middle class to its responsibility for helping the less fortunate, serving as positive role models, patronizing black businesses and holding them accountable for community concerns, employing blacks, supporting white businesses that show support for black concerns, and devising ways to promote the schools, churches, and civic social institutions in their own communities. "We must uplift ourselves and not be burdens on others" is a much-favored AOIP motto.

The black community spends billions of dollars annually and is a major segment of the consumer economy. Among the national corporations mentioned earlier as special friends of AOIP some are now being assembled into an "Enabling Board."

AOIP is a nonprofit, all-volunteer organization with no local or national salaries. Ninety-five percent of its funds are derived from the publishers associated with Black Media, Inc., an advertising group that serves black newspapers.

The Enabling Board will help identify resources, financial and otherwise, to train tutors in existing literacy programs in the effective use of AOIP materials and to train field coordinators presently operating in five regions and 35 states. It will also develop special projects now in planning, such as a support mechanism to help returning prison inmates break the cycle of criminal behavior.

(For more information contact Assault on Illiteracy Program, 410 Central Park West (PH-C), New York, NY 10025 (212) 967-4008. *The Missing Link* is available for \$3.50 if purchased in quantity.)

JOB-RELATED BASIC SKILLS

(cont'd. from p. 1)

educational organization. *The choice of educational partner is one of the most important decisions to be made.* Examples of groups to work with include local school districts, adult and continuing education units of state education departments, colleges and universities, nonprofit literacy groups including voluntary organizations, for-profit technical assistance organizations, and private industry councils. Companies are advised to look carefully at the qualifications of their potential partners. For example, have they ever worked in an industrial or business setting? Do they specialize in programs for particular population groups (e.g. older workers, immigrant employees)? Programs of Planters Peanuts in Virginia; the HRD Department, Inc. in Minnesota; and the GRASP Adult Learning Center in California are given as good examples of collaboration.

• **Establishing Clear Program Goals.** This is a key element of good program design. After the planning team has been set up, the internal needs and resource assessment finished, and one or more educational partners chosen, specific program, teaching, and product goals will need to be articulated. E.g. a specific teaching goal might be for an employee to write a work-change order that can be understood by co-workers.

• **Assembling A Staff.** A typical program will need an employee project coordinator, a program director assigned from the educational-providing organization, and a qualified teaching corps. The coordinator will probably serve as the main liaison to the outside partner, promote internal communication, and help with day-to-day program monitoring. The director should be experienced in curriculum development, teacher training and supervision, and learner assessment. Teachers should have experience in teaching adults and be comfortable with approaches that are job-related and offered in a company setting. Orientation to the company's goals, procedures, and other education activities will be needed by the program director and the teachers. And *strong supervision of the teaching staff will be essential.*

• **Curriculum, Teaching Approach, Materials.** Design of the instructional program should be thought out very carefully. To achieve the best learning and job-performance results, five basic principles should be at the center of this effort. *Employees' prior knowledge about a job content area should*

be acknowledged and built on. (If an employee needs to use graphs on his or her job, a skilled teacher will elicit that person's prior knowledge of graphs and use that for teaching new, more complex concepts about graphs.) *Materials actually used in specific jobs should be used extensively as instructional resources.* (The more experience employees have with these materials the better they will be able to use them on the job.) *Trainees should also spend time actually reading and writing about the job content area they are studying.* (If they must know how to read a manual on a piece of equipment they must operate, it will help to use actual vocabulary from the manual to practice writing instructions on how to operate the equipment.) *Teachers should be creative in how they present information about a content area, to accommodate various learning styles and levels of proficiency and motivation.* And, *reading strategies should be taught that are appropriate to varied on-the-job reading tasks.* (Different skills are required to look up something in an index or to follow assembly instructions than to read a letter or a newspaper.) The Joseph Bulova School in New York and the Center for Employment Training in California are the illustrative cases.

• **Recruiting Employees.** *The most important aspect of recruitment should be sensitivity to and respect for the potential trainees.* Employees will need reassurance that their jobs aren't in jeopardy and that the program is being offered because the company values them. For similar reasons, records on schooling and achievement should be handled with great discretion. To attract and hold employees, incentives for participation should be considered—e.g. giving released time for study and offering classes on company premises.

• **Testing and Screening.** The criteria for admission to the program should be worked out well ahead with the chosen educational partner. Company size, the number of employees with reading problems, the type of program being planned, and other workforce characteristics have a bearing on what is appropriate.

• **Keeping Records.** An early planning priority is to establish the kind of information that will have to be collected to support good program management and evaluation. Attendance, hours of instruction given, and test results are some of the data it might be helpful to record.

• **Selecting The Class Site.** The more the program is seen as a management priority



Building Maintenance Class, Center For Employment Training, San Jose

and the easier the class site is to reach, the more likely employees will be motivated to enroll and stay in the program. Locating the program near other company education activities is one way to show a serious company commitment. The ideal site will be: permanent; attractive; safe, comfortable, and quiet; accessible; flexible in terms of accommodating furniture and supplies; and conducive to both private study and small and large group meetings.

• **Providing Essential Support Services.** Many employees have had negative learning experiences in the past and have been made to feel they can't learn. They may need various forms of support. Making sure that learning goals are realistic and clearly communicated is an example of one important support. Personal counseling is another, and there are many others.

• **The Role of Evaluation.** A solid evaluation plan developed in advance will help demonstrate the program's effectiveness. It will provide a basis for making refinements that may be needed. And it will show that company funds are being well spent. Note that *the best measure of program success is whether individual trainees are, as a result of instruction, able to "do" something that has been established as a specific job-performance goal.*

Special Issues To Consider

Part 3 of the guide discusses several special issues companies will need to think about.

• **Scheduling Classes.** Working adults who must attend class and still meet family, job, and community obligations are under great pressure. Thus, classes offered on company time are more likely to retain students for the duration of the instruction. This may be hard to arrange in a company that operates with multiple shifts and extensive overtime.

• **When Is A General Literacy Program Appropriate?** If the priority goal is to improve performance in specific jobs, a general literacy program will not directly achieve

that. But if internal assessment reveals only limited need for a basic skills program that is specifically job-oriented, a general program is well worth considering. Such a program might take the form of high-school-diploma preparation, with basic skills provided in that context as needed. Companies benefit from these programs when they lead to increased employee self-esteem, job satisfaction and stability, and mobility and promotability. The Continuing Education Institute in Massachusetts, which provides educational services to several Boston-area companies, is cited as an exemplary model of high school/basic skills programming.

• **The Role Of Volunteers.** In general, volunteers do not have the expertise to do needs assessment, develop job-related curriculum, or conduct evaluation, and they seldom should be the sole source of instruction. But, if properly trained and supervised, they can supplement the instruction given by fully-trained teachers and provide the individualized attention many employees need.

• **Limited-English-Speaking Employees.** New immigrants and refugees, and indigenous minority groups, will make up a growing part of the labor force in the coming years. In addition to their poor basic skills, many do not adequately speak or understand English and are not familiar with the "culture" of the working environment. Their basic speaking and listening skills will have to be developed as a prerequisite for learning to read and write. Programs at Aetna Life and Casualty and Control Data Corporation are described as sound approaches to serving this set of employee needs.

• **Very Small & Very Big Businesses.** Such employers may have too few resources or too many operating plants to directly take every step outlined in the guide. The local doughnut shop will probably have to turn to outside technical assistance organizations for help in assessing need and identifying suitable programs. In large industries where the same jobs or groups of jobs are found in all plant locales, certain aspects of program develop-

ment can best be done at central educational resource and development centers.

• **The Role of Unions.** Because of their already-heavy involvement in providing basic skills services to members, their historical commitment to education, and their close ties to many employees, unions should be represented on the company's planning team. Their support of the program will help convince potential trainees that it is a good thing. They also can help promote the program and, in some cases, contribute to curriculum development and job analysis. The illustrative cases given are the Consortium for Worker Literacy in New York; UAW-GM-Ford-Chrysler; and the Massachusetts Workplace Education Initiative.

• **Computers: A Possible Role But Not A Panacea.** Computers hold great potential as a supplemental aid for job-related basic skills instruction, but whether they can be used effectively depends heavily on whether adequate software exists or can be developed at reasonable cost to serve specific needs within specific companies. Companies wishing to consider the role of computers are advised to visit a few systems already in operation to identify the advantages and possible pitfalls.

• **Setting Realistic Expectations.** The main point of this section is that *there are no quick fixes.* Planning will take time, from a few months to a year or more, to produce good results. Similarly, learning goals will not be met in a few weeks or months. Literacy improvement time varies significantly depending on program goals.

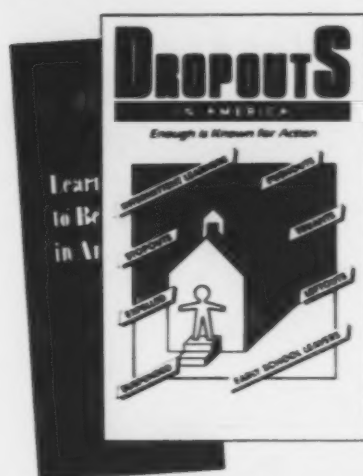
• **Should You Start With A Pilot Program?** In general, this is advisable. It will provide an informed basis for any fine-tuning that may be needed. It also will help strengthen the case for a long-term company commitment to the program.

Appendices A and B

Appendix A contains names, addresses, and phone numbers of more than 70 individuals and organizations to contact for further help in various areas of planning and developing a job-related basic skills program. Specific areas of expertise are indicated for each contact given. A comprehensive bibliography of suggested background reading also is provided. In Appendix B, the Control Data basic skills program for non-native employees is presented as a full case study. It is an excellent example of the process required to plan and implement a good on-site, job-related basic skills program, and to evaluate it.

(See p. 8 of this Newsletter for information on how to order *JOB-RELATED BASIC SKILLS*.)

BOOK REVIEW



• *Learning to be Literate in America*, by Arthur Appelbee, Judith Lager, and Ina Mullis, is the latest in a series of literacy reports published by The Nation's Report Card (National

Assessment of Educational Progress). This publication reviews the state of literacy among children in America who are "at risk"—minority youngsters, children living in disadvantaged urban communities, and those whose parents have low levels of education. It distinguishes between surface understanding and the ability to reason effectively when reading and writing. To address the problem of illiteracy, the authors suggest targeting help on at-risk populations and using different teaching methods so that children learn to understand and analyze what they read and write. The report includes recommendations for policymakers, educational administrators, and teachers. It is available for \$4.50 from NAEP, CN6710, Princeton, NJ 08541.

• *Dropouts in America: Enough Is Known for Action*, by Andrew Hahn and Jacqueline Danzberger (with Bernard Lefkowitz), is a report for policy and grantmakers published by the Institute for Educational Leadership. It looks at who drops out of school and why. Poor children and minorities are most likely to drop out. Twenty-four percent of blacks

and 40 percent of Hispanics leave without completing school as compared to 13 percent of whites. The report stresses the importance of identifying at-risk youngsters at an early age. It also proposes that schools develop a dropout-prevention strategy that monitors these students at each stage from kindergarten through high school. For high school dropouts, the distinction is made between "accessible" and "estranged" youth. The former benefit from alternative schools and "second chance" job training programs. The latter need individualized, intensive programs and services. Based on an extensive review of research, and evaluation of existing programs and current policy trends in public education, the report concludes that the earlier the intervention the better. It calls for a comprehensive, integrated approach to the dropout problem with schools, community organizations, government, and business all working together. Copies of the report are available for \$5.00 from the Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Washington, DC 20036 (202) 822-8405.

CORPORATE LITERACY ACTION

K MART

K Mart is celebrating its 25th anniversary by joining the President's Year of the Reader campaign. To that end, K Mart is sponsoring *Learn to Read*, a series of 30 half-hour television programs to teach illiterate adults to read. *Learn to Read*, produced by WXYZ-TV, was tested in Detroit last summer where it was aired twice a day for six weeks and reached an estimated 20 percent of the illiterate population. In March the program was shown on 70 stations throughout the U.S. and is expected to reach more than 50 percent of U.S. households. Each program starts with a five-minute review of the previous lesson. Each includes fifteen minutes of new instruction, a daily "get along" segment with practical everyday advice, and celebrity messages. Separating the program elements are one-minute capsules of information that both instruct and entertain. More than 1,000 K Mart stores have joined the venture and will publicize the effort through bookmarks, bagstuffers, and display signs. In addition, K Mart employees are encouraged to become volunteer tutors in their communities.

(For more information, contact Teri Kula, Public Relations, K Mart Corporation, 3100 W. Big Beaver, Troy, MI 48064 (313) 643-5831.)

BINDING INDUSTRIES OF AMERICA

Binding Industries of America (BIA), an affiliate of Printing Industries of America, represents some 310 manufacturers engaged in bookbinding, trade finishing services, and looseleaf manufacturing in the U.S. and Canada. BIA recently launched a major campaign to combat illiteracy. "We are probably the most represented industry in the classroom," notes James R. Niesen, Executive Director of BIA. "Looseleaf books, index dividers, pads, charts, hanging maps. We make them all. It's only logical that we should unite as a group to promote what our products serve—literacy. Binding is also one of the few industries left where unskilled labor can find jobs. It is in everyone's interest to improve the basic skills of all employees in the binding industries because that will ultimately improve the quality of both the industry and its products."

One highly successful program has already been targeted for expansion. An on-site education project started by Bok Industries in New York teaches math, computation, and logic skills to its employees. Workers come in on their free time. When they complete the program, they are paid as if they had worked the extra hours. The concept will be modified to meet specific reading, writing, and English needs of workers in different parts of the country. BIA expects at least 60 firms and

1,000 workers to be involved within a year. A new foundation is being set up with voluntary contributions from BIA membership to administer the project.

BIA also is involved with a variety of activities at the national and local level. They plan to put the slogan "Reading is Binding Knowledge" on all their cartons, stationery, other goods, and ads. They also have offered to contribute goods and services to the Literacy Bond Campaign in which K Mart and other stores throughout the country will distribute literacy bonds to customers asking them to pledge to become a reader or a tutor. On the local level, they hope to make their conference rooms available to students and tutors for classroom sites. At BIA's annual convention in Naples, Florida next March, improving basic skills of the industry's employees will be a focus of discussion.

(For further information contact James R. Niesen, Executive Director, BIA, 70 East Lake Street, Chicago, IL 60601 (312) 372-7606.)

TIME, INC.

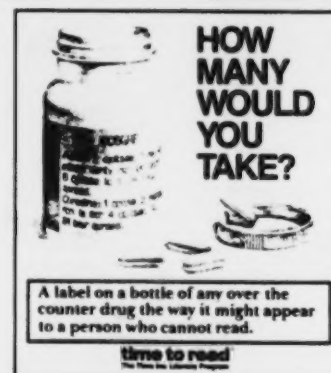
Time To Read, launched at five sites by Time, Inc. in March 1985, will expand to 18 sites throughout the U.S. by October 1987. This public service literacy program uses magazines as textbooks and specially-trained volunteers as tutors. It is aimed at adolescents and adults who have at least a fourth-

grade reading level. Tutors work with learners two hours a week for a full year. Magazine articles provide basic teaching materials to improve reading, analytic skills, and vocabulary. Tutors get a detailed instruction manual prepared by Time, Inc. Students get free subscriptions to *Time* and another magazine of their choice. Based on a "reading for real" philosophy, *Time To Read* motivates learners to identify with the real people and events described in the program's most popular magazines, *Time*, *Sports Illustrated*, and *People*.

The first phase of the program was piloted

with subsidiaries of Time, Inc. For example, Book-of-the-Month Club employees worked with inmates at Camp Hill State Correction Institute in Pennsylvania. Now *Time to Read* is being expanded to other corporations, schools, prisons, and community organizations. Among them, Polaroid is using *Time To Read* in its employee education program. Time, Inc. personnel will continue to provide liaison and training to volunteer tutors from other organizations.

(For more information contact Toni Fay, Corporate Community Relations, Time, Inc., 1271 Avenue of the Americas, New York, NY 10020 (212) 522-1485.)



WHAT OTHER COMPANIES ARE DOING

Financial and In-Kind Assistance

Recent contributors to the Business Council for Effective Literacy are: **Advertising Week**; **B. Dalton Bookseller**; **Edwards Brothers**; **The Knight Foundation**; **Harcourt, Brace, Jovanovich**; **D.C. Heath-Raytheon**; **IBM**; **Rand McNally**; **Steck-Vaughn**; and **Waldman Graphics**.

AT&T has developed a volunteer-recruitment video for use by Literacy Volunteers of New Jersey. **Subaru of America** and **Allied Corporation** have provided facilities for two regional meetings of LV-NJ's coordinators. **New Jersey Bell** was the first company to volunteer for the state's Adult Literacy Initiative. The company has now recruited nearly one hundred employees as volunteers and has provided facilities and materials for tutoring sessions conducted by LV-NJ staff in thirteen sites around the state.

Better Office Systems of Oakland has donated a copying machine to Literacy Volunteers of California. **The Cooperative Type** typesetting company in Berkeley has provided financial and technical assistance for LV-CA's newsletter. **The Middle East Restaurant** and the **Upstart Crow and Company Bookstore** of Berkeley provided window space for an LV-CA display. Elsewhere in the state, **Martin Honda Dealerships** contributed \$5.00 to LV of Orange County for each test drive taken by customers during a literacy awareness visit to the area by Wally Famous Amos.

Budget Printing provides free photocopying services to the Literacy Council of Carroll County (MD). One of the co-owners of the company also serves as a tutor in the program.

The Commerce and Industry Association of New Jersey co-sponsored an April kick-off conference for the Bergen County (NJ) PLUS Task Force. Area business organizations providing financial or in-kind help to the Task Force include **Abraham and Strauss**, **Becton Dickinson & Company**, **Benjamin Moore**, **CPC International**, **First Fidelity Bank**, **Hewlett Packard Company**, **Hudson County Savings**, **Nabisco**, **The Private Industry Council of Bergen County**, and **Xerox Corporation**.

The McGraw-Hill Foundation provided funding to World Education to cover costs of publishing the Spring 1987 **Reports Magazine**, a special issue dealing with adult literacy efforts in the U.S. and internationally.

Employees of **Mellon Bank East**, **First Pennsylvania Bank**, and **Blue Cross of Delaware Valley** are now running volunteer tutorial sessions for community residents at their respective company offices in downtown Philadelphia. The Center for Literacy trains and supervises the tutors. The Center has also received various forms of in-kind assistance from **ARCO Chemical Company** (printing of flyers), **Rohm and Haas**

(tutoring space), and **Mellon Bank** (furniture). In 1986, the Center received a record \$195,000 in contributions from nearly fifty corporations and foundations.

Nabisco Brands, Inc. is providing partial funding for the Public Broadcasting Service role in phase 2 of the national ABC/PBS PLUS Campaign.

Nationwide Insurance Company and **Columbus Mutual Life Insurance Company** have made recent donations to the Ohio Literacy Network.

Gordon Phillips Beauty School is encouraging student participants in Philadelphia-area literacy programs by giving them complimentary hair stylings.

Pizza Hut is now awarding free pizzas to students in the Adult Reading Program in the Mesa County (CO) Public Library. A pizza is given to each student who completes one of the Laubach skill books used in the program.

Price Waterhouse and **Kaufmann's Triangle Corner, Ltd.** hosted a corporate luncheon in May which raised \$7000 for the Greater Pittsburgh Literacy Council. Other corporate contributors for the event included **Consolidated Natural Gas Company**, **Arthur Young & Company**, **IBM Corporation**, **Mellon Bank**, **Pittsburgh Post-Gazette**, **Pittsburgh Press**, **Thrift Drug Company**, **Union National Bank**, and **WTAE-TV**.

The Seattle Times hosted a "Bee for Literacy" awareness and fundraising event in May at the local City Club. Three-member teams of corporate executives competed in an after-lunch spelling bee. Proceeds from the event went to Washington Literacy.

Xerox Corporation provided a paid Social Service Leave to an employee who worked full-time during the past year as a staff member for Washington Literacy.

Planning, Awareness, and Research

At its annual meeting in April, **The American Management Association** included a special workshop on workplace literacy, which was attended by more than a thousand human resource managers from around the country.

The Bank of Woodland hosted a May meeting of the California Alliance for Literacy in the Woodland (CA) City Hall. Also in May, **J.C. Penney Company** and **Primo's Deli** provided lunch for participants in a Literacy Walk-a-Thon designed to raise awareness in the Woodland community. **The Woodland Chamber of Commerce** has been promoting "Basic Communications Skills in the Workplace," a remedial education program run for employees of local companies by the Woodland Library Literacy Service and the Woodland Literacy Council.

BellSouth Corporation, the **AFL-CIO**, **Wal-Mart Stores**, and **IBM Corporation** were represented in the videotape aired during the PLUS teleconference conducted in June in collaboration with the American Association of Community and Junior Colleges. IBM provided funding for the event, which aimed to

promote development of community literacy projects. **The U.S. Chamber of Commerce** provided use of its BIZNET satellite transmission system for the event.

Dun & Bradstreet Corporation kicked off the marketing of its **Donnelley Directory** telephone book in the Philadelphia area in May with a balloon launch and three-day event to raise literacy awareness and funds for the Mayor's Commission on Literacy. The company will also produce a booklet to guide adult learners in the use of the telephone book.

Hoechst Celanese Corporation, **Sears/Allstate**, **AT&T**, **Ford Motor Company**, **Equitable Life**, **General Electric Company**, **IBM Corporation**, **J.C. Penney**, **Kraft, Inc.**, **Mobil Corporation**, **PepsiCo/Frito Lay**, **Southwest Airlines**, **Southwestern Bell**, **CIBA-GEIGY Corporation**, and **TRW Inc.** were major sponsors of the annual conference of SER-Jobs for Progress, Inc. in April. This conference, "Literacy: The First Chapter in the American Dream," was a reflection of the new emphasis SER is placing on basic skills education within the job training programs it operates primarily in Hispanic communities around the country.

The Richmond (IN) Palladium-Item has taken a leadership role in organizing a local literacy effort. Originally set up as a tutorial program to help workers after a local factory closed, the effort has expanded to a city-wide multi-sector coalition.

Rotary International featured three articles on the adult literacy issue in its June *Rotarian* magazine.

Wells Fargo Bank and the Bay Area PLUS Task Force hosted a May "Literacy in the Workplace" meeting in the company's conference center in San Francisco. This day-long conference informed area human resource managers about why and how businesses might get involved in local literacy efforts. Other business organizations represented on the Task Force include **Bechtel Power Corporation**, **Pacific Bell**, and **The Private Industry Council of San Francisco**.

Employee Basic Skills Programs

General Motors Corporation is developing interactive video technology for use in employee basic skills programs under a grant from the U.S. Department of Labor.

The Kaanapali Beach Hotel is working with the Maui Hui Malama literacy program in the city of Wailuku (HI) to establish a tutoring program run by and for hotel employees. Volunteers from the hotel staff and the surrounding community have been trained to serve as tutors for hotel employees desiring tutorial help. The hotel also has provided \$880 for tutor training materials and for a new reader library. This library is being housed in a room set aside for the literacy program and a Hawaiian cultural values program which has also been established for employees. Other hotels in the area have expressed interest in setting up similar programs.

Rochester Products has been running an employee basic skills program in collaboration with the Rochester (NY) Public Schools adult education program.

AVAILABLE FROM BCEL

• **Developing An Employee Volunteer Literacy Program** (BCEL Bulletin No. 1) is a 12-page, how-to-do-it guide for businesses wishing to encourage their employees to volunteer as tutors and in other capacities to help literacy groups in their communities. (\$1.00 per copy)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** (BCEL Bulletin No. 2) is briefly summarized in this newsletter. It is a 46-page guide for employers wishing to address the basic skills problems of their own workforce. It gives step-by-step guidance on how to plan and implement an effective job-related basic skills program and includes a listing of resource persons and background reading material. (\$5.00 each)

• BCEL's leaflet **Functional Illiteracy Hurts Business** is still in heavy demand among literacy planning and providing groups. It gives specific suggestions to business on how to help. Programs can insert their names and addresses on the back flap. (No cost for up to 25 and 5c a copy thereafter.)

• Back issues of all BCEL Newsletters continue to be available. Newsletter articles may be reproduced without permission, but must be reproduced in their entirety. A copy of the publication in which material is used should be sent to BCEL. (No cost for up to 6 copies and 25c per copy thereafter.)

• BCEL's **State Directory of Key Literacy Contacts** is an aid for businesses that want to

explore ways to provide funding or other help to adult literacy programs in their states and communities. State and local planning groups, including PLUS Task Forces, may also find the directory useful. (\$5.00 each)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** consists of two BCEL monographs which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action. (\$10.00 for the set)

• **PIONEERS & NEW FRONTIERS** is a BCEL monograph which assesses the role, potential, and limits of volunteers in combating adult illiteracy. (\$5.00 each).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved your order must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

The Business Council for Effective Literacy is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide guidance to the business community on the opportunities for involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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Business Council for Effective Literacy
1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

UNIONS: BREAD, BUTTER & BASIC SKILLS

To a far greater degree than is generally realized, the classroom is an adjunct of the union hall. In cities and regions across the country, hundreds of thousands of men and women take part in union-sponsored education programs tailored to the particular goals, needs, and conditions of their lives.

These programs provide a comprehensive range of adult study options from basic literacy to trade courses to college and university degrees. Except for the great scale of program offerings and the mass of people being served, there is nothing new about labor's involvement in education. That commitment is as old as the labor movement itself. It was organized labor, in fact, that was chiefly responsible for the American system of universal free public schools in the early 19th Century.

But now, with the nature of jobs undergoing radical change, there is a new urgency to worker education. Intense global competition, decline in manufacturing and the rise of service industries, shifts in the geography of production, and an explosion of technology not seen since the Industrial Revolution are transforming the workplace—and with it, bringing disastrous consequences to great masses of jobholders.

The Office of Technology Assessment of the U.S. Congress reports that 11.5 million Americans lost their jobs between 1979 and 1984. The Bureau of Labor Statistics reports that two million more continue to be laid off each year. Noting that huge numbers lack the basic skills to adapt to change and secure new jobs, AFL-CIO president Lane Kirkland, at the Federation's first national conference on education and training in 1986, called for "an adult education program on a scale and of a design never tried before." He said that "unions will be going to the bargaining table to negotiate learning programs and learning time along with work time."

A major 1980 study by researcher Larry Mikulecky of Indiana University found that 70 percent of the reading material in a cross section of jobs is between 9th and 12th grade level in difficulty, and 15 percent is even higher. Yet other work by Mikulecky suggests that 1 out of every 5 present U.S. workers reads below 8th grade level—and 1 out of every 8 reads only at 4th-grade level.

The auto mechanic who repaired your car in the past must now be able to deal with the microcomputer that controls its operations. The passive bank teller who once sat behind the window and performed a narrow series of tasks is now an up-front "customer service representative" who sells a whole array of services. The tool and die maker whose powerful hand-eye coordination once made him king of the blue-collar manufacturing world has been replaced by a robot whose hand-eye coordination is even better. Now less a craftsman and more a technician, his work consists of managing the laborer who once did the heavy lifting for him, the materials handler who moved parts



UAW Local 299 English Class—Luncheon At Manhattan Industrial Electronics Hardware

and tracked the inventory, the repair mechanic, and so on. The depth of the single skill required for his old job has given way to a wider breadth of responsibilities that require different, broader skills.

At the same time, many workers are being de-skilled; deprived of judgment and initiative by mechanical programming—and often at a sub-minimum wage for young workers to go with it. "They are described politely as 'entry-level' jobs," says Lane Kirkland, "but in most cases the entrance leads to nowhere but the back door... In fast food places today, the cash registers don't even have keys with numbers on them—only pictograms that the worker will see in no other place the rest of his life."

Technology isn't the only factor altering the work environment. The basic production model in use for most of this century is being restructured and turning upside down what was once do-able with low levels of literacy. New decentralized systems of teamwork, Japanese- and Swedish-style, are giving workers more autonomy and decision-making authority, which in turn calls for higher-order skills: critical thinking, identifying and solving problems, working in collaboration, setting goals, speaking and writing competently. Some companies are already requiring workers to take special courses on problem-solving in group settings.

In a period that is equally troubled for employers, employees, and their communities, unions are a natural as providers of basic skills instruction. They are in daily workplace contact with their membership. They are trusted to work on their members' behalf. And, most important, they speak the language of the working man and woman.

(cont'd on p. 4)

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

On October 21, as part of the PLUS Campaign, a PBS documentary, "A Job To Be Done," will be broadcast, stressing the need for employers to recognize and address basic skills deficiencies in their current and future workforces. In addition, more than 250 "business breakfasts" will be held in communities across the country. These breakfasts will bring literacy planners and provider groups together with local business leaders to stimulate greater awareness and lay the groundwork for future collaboration.

Many companies are already working to help advance the cause of adult literacy in the nation, but many more are not yet involved. Thus, we at BCEL hope the business community will turn out in large numbers, not just to hear about the activities and problems of literacy organizations in their areas, although that is certainly a priority need, but also to make their own concerns and needs known to the literacy professionals and planners.

BCEL is hearing regularly from employers seeking to develop employee basic skills programs. Most are having to turn to outside educational organizations for the expertise to do this. In many cases, however, their potential educational partners are not yet sufficiently experienced in worksite curriculum development and teaching. This chicken-and-egg situation can hamper the efforts of business to attend to their own workforce needs. Local, state, and national planning groups are already working to expand literacy services for the general population, but they also need to address this growing technical assistance problem and to be given the financial resources to do so. We urge members of the business community to join us in conveying the urgency of this need, at the "business breakfasts" and in other forums.

I noted in BCEL's July Newsletter that companies must understandably place their own internal requirements first. But I want to stress again that even as they look inward to the needs of their employees, their support of essential literacy services in the outside community continues to be very much needed.

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NEWS IN BRIEF

On The Move In Appalachia

The Appalachian Regional Commission has recently given more than \$900,000 in grants. Caldwell Community College in Hudson, N.C. received \$90,697 to set up basic skills programs at eight Broyhill Furniture sites. The programs aim to upgrade the reading and math skills of some 150 employees annually. Instruction is individualized and computer-based. The Mississippi State Department of Education received \$205,500 for various literacy activities. One project will establish literacy programs in 15 business/industrial sites in seven counties to serve about 750 employees overall. The Department is also working to expand present general literacy programs in 13 counties, and to develop promotional materials. In addition, the Commission gave \$500,000 to the Tennessee Department of Education for a "War on Illiteracy" and 31 grants totaling \$80,000 to voluntary literacy programs in the region. For more information contact Rita Spivey, Appalachian Regional Commission, 1666 Connecticut Avenue, NW, Washington, DC 20235 (202) 673-7879.

Advancing Technology With Penn State

The Institute for the Study of Adult Literacy at Penn State University is moving forward with its national project to promote the use of technology in adult literacy programs. It now publishes *The Adult Literacy and Technology Newsletter* to report on its own activities and developments in the field. The newsletter circulates to 4,000 people already. In June over 300 people from around the country attended the first National Adult Literacy and Technology Conference at the University. Sixty workshops were given on five subjects: evolving technology, instruction, management, staff development, and software. The conference proceedings are available for \$10 from the Institute. A print and video training package is also being developed for those interested in using computers and other technology for adult basic skills instruction. The final product should be ready by December. In addition, the Institute has launched a new national technology consulting service. Ten regionally-based experts in both technology and its application to adult literacy practice are "on-call" to show program managers and basic skills teachers how to use computers, interactive audio and video, and reading machines. Their services are available at marginal cost. For more information contact The

Institute for the Study of Adult Literacy, Penn State University, 248 Calder Way, Room 307, University Park, PA 16801 (814) 863-3777.

DOL Funds LVA Project

The U.S. Department of Labor has awarded \$95,000 to Literacy Volunteers of America for the first part of a two-year project to teach basic skills to people in sheltered workshops. LVA will work with Goodwill Industries of America in Ashtabula (OH), Charleston (WV), Chicago, and San Diego.

IRA Calls For Larger Federal Role

The International Reading Association has called for a strong national policy on adult literacy as well as increased federal funding and leadership. The IRA stresses that to be effective, federal action should focus on the following three areas: coordination of existing federal, state, local, and private programs; development of greater teaching capacity through more training for professionals and volunteers; and research on the levels of literacy needed for a variety of occupations and the best methods of teaching adults.

Seminars: Editors And Reporters

The Education Writers Association is offering a program of seminars to give editors and reporters an in-depth understanding of the problems and issues surrounding adult illiteracy and how to present the topic most accurately. An August seminar on "Illiteracy and the Underclass: Are They Permanent?" at Harvard's School of Education drew some 30 participants. A meeting on "Can Schools Change to Save Kids?" is scheduled for October 30-November 1 in Racine, Wisconsin. Other workshops are being planned including a session on effective reporting techniques for covering illiteracy. EWA also is publishing a newsletter called *The Literacy Beat*. For more information contact EWA, 1001 Connecticut Avenue, NW, Washington, DC 20036 (202) 429-9680.

Developing Literacy In Cities

The Urban Literacy Development Fund recently granted \$400,000 to eleven urban literacy projects. Each project aims to expand local literacy services through wider collaboration with local literacy groups and other community agencies. The winners (Boston, Chicago, Denver, El Paso, Houston, Nashville, Oklahoma City, St. Louis, San Diego, Tucson, and Washington, DC) were brought together in Philadelphia on August 25 to discuss issues of common concern and ideas for future cooperation. For more information

contact Urban Literacy Development Fund, 7505 Metro Blvd., Minneapolis, MN 55435 (612) 893-7600.

Grants For California Literacy

California Literacy, Inc., a non-profit agency that helps communities and businesses in California develop literacy programs using the Laubach method, has received a two-year grant of \$150,000 from the James Irvine Foundation to study whether literacy strategies in other countries might be applied to literacy programs in the U.S. A \$15,000 grant from the Arco Foundation will help train Supervising Trainers who will develop a network of local trainers to work with tutors in literacy programs around the state.

Prison Law Clinic Upheld

Because functionally illiterate inmates are unable to use the prison's law library, a federal judge in Philadelphia ordered officials of Graterford Prison to permanently keep open a legal clinic at the institution. His ruling was based on a 1977 U.S. Supreme Court decision requiring prisoners to have meaningful access to the courts.

Reading With Comics

Word Warriors and *Quest for Dreams Lost*, two new benefit comics featuring well-known characters from eight comic book companies, have been donated to the cause of literacy. Designed to encourage reading, the comics are a result of a voluntary collaboration among artists, writers, the comic book companies, Literacy Volunteers of Chicago (which published the books), and the American Booksellers Association (which has donated its mailing list). The comics contain eight pages of public service ads which will be offered free to newspapers and magazines. The books sell for \$1.50 and \$2.00 and stores are being asked to give a portion of their sales to local literacy programs. A massive publicity program is planned including a mailing to 1,000 community-based literacy programs. For more information contact George Hagenauer, Literacy Volunteers of Chicago, 9 W. Washington, Suite 460, Chicago, IL 60602 (312) 236-0341.

COSMOS Reviews PLUS

COSMOS Corporation in Washington, D.C. has completed a study called *Project Literacy U.S. (PLUS): The Campaign and Its Impact*. The report concludes that PLUS task forces have been highly successful to date in raising awareness, in motivating volunteers, and in bringing community representatives together

to work on the illiteracy problem. The report also points to several issues that should be considered by state and local policymakers if they wish to serve effectively the people who have responded to the campaign. The publication is expected to be available this month. For more information contact Judith Alamprese, Director, Education and Training Institute, COSMOS Corporation, 1735 Eye St., NW, Suite 613, Washington, DC 20006 (202) 728-3939.

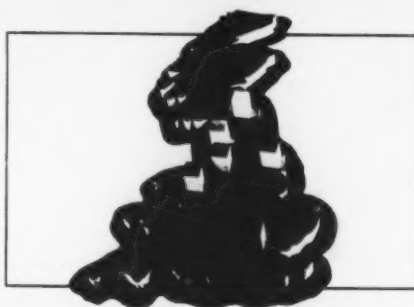
Making America Work

The National Governors' Association is taking a leadership role in developing strategies to improve America's long-term economic growth and break down barriers to full human development. NGA task forces have been working for several months to analyze trends and programs, and shape recommendations for action at all levels of society, in six interrelated areas: welfare prevention; school dropout prevention; teen pregnancy; adult literacy; alcohol and drug abuse; and jobs, growth, and competitiveness. The findings of the task forces are summarized in a new two-part publication called *MAKING AMERICA WORK: Productive People Productive Policies*. This comprehensive work is an eloquent call to action filled with practical suggestions for anyone interested in economic and human resource development. Write to National Governors' Association, Hall of the States, 444 North Capitol Street, Washington, DC 20001.

Planning...In The States

- In **Virginia**, as a result of comprehensive planning, two new bodies have been set up to address the state's illiteracy problem. The State Adult Literacy Committee, appointed by the Governor, is now responsible for all public-sector literacy programs in the state. Dr. Steven Nunes has been named Director of the Committee. The Virginia Literacy Foundation, governed by a diverse board and chaired by First Lady Jeannie Baliles, is responsible for all private-sector activities including volunteer and business programs. The Foundation is currently running a public awareness campaign and will make grants to expand literacy programs in the state. The Foundation and the Committee will work together to coordinate this activity.
- The **Illinois** Literacy Council has formed a 37-member Business and Labor Literacy Advisory Committee to improve reading skills of the state's workforce. The Committee will encourage business and labor to join with local literacy providers and to support current and new workplace programs.

BASIC SKILLS & UNEMPLOYED ADULTS



Basic Skills and Unemployed Adults reports on six demonstration projects jointly funded by the United Kingdom's Adult Literacy and Basic Skills Unit (ALBSU) and Manpower Services Commission (MSC) between 1984 and 1986. The projects were carried out in cooperation with several vocational/technical colleges and a large engineering firm which provided the instruction. They sought to identify the level of basic skills needed by unemployed adults and the best way to improve the mastery of these skills. One group of adults studied couldn't get jobs without significant basic skills help. A second group consisted of people already involved in an MSC work-preparation program. For the first group, instruction focused on basic reading and writing, numerical skills, and work-related skills within the context of locally-available jobs. For the second group, the focus was on integrating basic skills training into the MSC program in which the adults were already enrolled. Both projects ran two consecutive 20-week courses with approximately 30 hours of instruction given each week.

U.S. employers and technical assistance groups may benefit from the report's evaluation results. Each program element is discussed in terms of what worked and what didn't. The report draws conclusions about principles to keep in mind in developing job-related programs. For example, the more that skills-assessment activity can focus on individuals rather than groups of people, the more meaningful the results will be. And, for work-related skills and job training activities to foster higher level problem-solving skills, it is important to also develop general knowledge as a foundation.

(To obtain this and other recent ALBSU publications, write to ALBSU, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA (01) 405-4017.)

TOOLS OF THE TRADE



• **Prison Literacy Project** is a 30-minute videotape about tutoring programs at the State Correctional Institute at Graterford and Holmesburg Prison in Philadelphia. The project began in 1984 and has tutored more than 150 prisoners to date. Taped in the prison yard, cell blocks, and machine shops, the program breaks down stereotypes that dehumanize inmates and highlights the mutually-beneficial relationships that develop between community tutors and prisoners. The program is \$175 to buy and \$60 to rent, from Cyndy Drue, Prison Literacy Project, 7648 Ardleigh Street, Philadelphia, PA 19118.

• **Workforce 2000**, published by the U.S. Department of Labor, discusses the major labor market trends that will have a profound impact on our society by the end of the century. For example, workforce growth will shrink to about one percent annually, the pool of entry-level workers will drop sharply, and the largest group of new workers will be immigrants and minority youth. Tighter labor markets, however, could result, according to DOL, in increased job opportunity for these groups if the nation chooses to respond with needed basic skills upgrading and other training programs. The report advocates courses of action for educators, employers, unions, government, and the public. The publication is available free from Lou Ann Burney, Employment & Training Administration, Department of Labor, Rm. S2322, FPH, 200 Constitution Ave., NW, Washington, DC 20210 (202) 523-6871.

• **Opening Doors: A Decade of Educating Those at Risk** reviews the history and achievements of the American Reading Council since it was started in 1976. The Council's reading programs for children and adults are widely recognized for their excellence. The booklet is available for \$3.00 from the American Reading Council, 45 John Street, Suite 811, New York, NY 10038.

• **The RIF Guide to Encouraging Young Readers and Becoming a Nation of Readers: The Report of the Commission on Reading** aim to encourage reading at home and in school. The RIF Guide describes 200 activities for parents and children and recommends popular books and resources for its audience. *Becoming a Nation of Readers* summarizes recent research about reading and includes recommendations for improved reading instruction. The RIF Guide is available at bookstores or from Doubleday & Company, 245 Park Avenue, New York, NY 10167 (212) 984-7561. The Commission's report is \$4.50 from the University of Illinois-BNR, *Becoming a Nation of Readers*, PO Box 2774, Station A, Champaign, IL 61820.

UNIONS

(cont'd from p. 1)

Addressing these issues in a recent talk, AFL-CIO's secretary-treasurer Thomas Donahue noted: "We always boast about our role in supporting education, and we have long been involved with literacy training. Many of our unions grew with the waves of successive immigration to this country and they developed literacy programs for their new members. Not initially for job reasons, but for citizenship and family reasons.

"In a later time we developed more emphasis on training to upgrade our members' skills and we fought for the training necessary to enable workers to move up career ladders. In the construction trades and the printing industry, our unions and the employers were and remain the custodians of the nation's apprenticeship programs and the gateway to skilled craft jobs." (Note: There are 237,000 registered apprentices in 42,000 programs in the building trades alone.)

"We're still doing those things, but we've also recognized that the days when strong hands were enough are gone.... We've discovered the frequency of the disguised illiteracy among men and women who've been in the workforce for a number of years, have masked their insufficiency in one way or another, and now have to acquire those skills. Our unions are trying to address these new needs in a variety of ways."

Among them are collective bargaining arrangements in which employers contribute a percentage of their payroll for the training and upgrading of their workers. Such programs may be jointly administered by unions and management which may provide the instruction directly or contract it out to a private or public education provider. Another pattern is one in which unions independently seek the services of adult basic education programs available in community colleges and school districts. Still others involve partnerships between unions, employers, education providers, and state administrative agencies—of which private industry councils are one example. Some of these approaches are described here.

The Collective Bargaining Arena

A pre-eminent collective bargaining model is the United Auto Workers-Ford Motor Company Employee Development and Training Program (EDTP). EDTP is regarded by some as pathbreaking because it was the first venture of its kind on so grand a scale that was both job-related and concerned with the personal growth of the individual.

It was created at the bargaining table in 1982, with a funding mechanism and an organizational framework that set a pattern for unions in other large industries. Financing was to come from a Nickel Fund: 5 cents an hour to be paid by the company for each hour worked by hourly employees, an amount doubled in 1984 to generate \$120 million over the next three years to serve UAW-Ford's 109,000 displaced and active hourly workers. The initial mandate was: "to help workers grow, upgrade their education, learn new skills, and expand their personal and career horizons." But it was agreed that the program would be built from the elicited interests of the workers themselves. What evolved took shape as six different avenues for training, retraining, and personal growth, including a Basic Skills Enhancement Program.

Since 1983, some 45,000 members have participated in the various programs. Of these, 5,000 have been in

basic skills programs at 35 locations around the country. Virtually all classes are located at plant sites, and they are conducted by instructors from the local two- and four-year colleges.

The Skills Enhancement Program is jointly administered from a national headquarters in Dearborn, Michigan by both union and company representatives and a professional staff. The national center staff provides guidance and support for the local projects at the plants, each of which is also locally governed by union and management representatives. The national staff provides a structure by which the local programs can identify the interests of their members and the local providers who can best serve those interests. It also helps tie the local programs in with federal ABE monies or state aid where available.



One Of Several Ford Learning Centers For UAW Employee Education Activities

Learning is self-paced, with much computer-aided and computer-managed instruction. Scheduling is flexible, with entry and exit whenever convenient to the individual. Along with standard materials, teachers are expected and helped to develop customized curricula related to the individual's work and personal life. After consulting with the local joint union-management committee, that curriculum is submitted to the national center for approval. "We're not going to sit here in Dearborn and tell them in Nashville or Tulsa what they're going to teach. They have to decide that themselves and then do it with our assistance," says George Valso, associate director of the company's national center. Rick Martinez, his UAW counterpart, adds that "the key to success of all the programs is that they are worker driven."

Collective bargaining agreements that cover education and training are not new. Some date back a decade or more. The recent surge of activity around them is a response to the changing economic climate. How many people participate in programs made possible through such contracts is not known. The size of the total eligible pool from which they come is not known either. But a few examples suggest the magnitude of the enterprise.

- UAW-General Motors operates a \$200 million-a-year program for its 305,000 members.
- UAW-Chrysler offers 14 separate programs to 75,000 workers relating to interpersonal, job-related, and basic skills education.
- The United Steelworkers of America, where nearly a half million workers lost their jobs in the last decade, operates more than 50 centers offering comprehensive training. Nearly 27,000 persons are presently enrolled.
- The Communications Workers of America, with a reduction of 70,000 workers in the past three years, negotiated a contract with AT&T in 1986 that furnishes \$6-7 million annually for education and training.

The jointly-governed program, though new, is already operational in 60 locations throughout the U.S. Over 1,000 persons are enrolled, of whom 10 percent are thus far studying basic skills.

- Since the early 1970's, Philadelphia's Hospital and Health Care District 1199C has been operating a training and upgrading program. Half of its present \$2 million budget is derived from employers in medical and allied health institutions who contribute one percent of their payroll; the other half comes from foundation and public funds.

Other unions with similar contracts include District Council 37, American Federation of State County and Municipal Employees, New York City (1971); District 1199, National Union of Hospital and Health Care Employees, New York (1969); the Amalgamated Service and Allied Industries Joint Board, New York (1976); The Seafarers International Union at Piney Point, Maryland; the Service Employees International Union; and the Graphics Communications International Union.

(Note: A compilation of the education provisions in these contracts is available from the Human Resources Development Institute, AFL-CIO, 815 16th Street, Washington, D.C. 20006.)

Banding Together: Consortium For Worker Literacy

Big-league unions in the giant industries like auto, steel, or communications, can command impressive education funds from employers. But what can smaller unions do—those in small industries or seasonal businesses where employers are in no position to support education?

One answer is the inventive strategy of the Consortium for Worker Literacy, devised by a group of eight unions that banded together in New York City to achieve what would have been difficult or impossible individually. They are the Teamsters Joint Council 16, the International Ladies Garment Workers Union, the United Auto Workers District Council 65, American Federation of State County and Municipal Employees District 1707, Amalgamated Clothing and Textile Workers Union, United Auto Workers Local 259, the Health and Hospital Workers Union District Council 1199, and the Hotel and Restaurant Workers Union.

The unions vary greatly in size, the smallest with a membership of 4,000 and the largest 150,000. But the Consortium estimates that 50 percent of its combined workers and their family members in need of literacy skills comprise a pool of 450,000 persons. (The spouses of union members and their children over 18 are served as well, with an eye toward intervention in the cycle of illiteracy passed from one generation to the next.) With the clout derived from these numbers, a savvy plan, and its ability to provide students and locations, the Consortium requested from the State Department of Education, the Municipal Assistance Corporation, and the New York City Board of Education, the use of public funds appropriated for adult education. They received \$1.5 million, upped to \$2 million the following year, and launched operations in 1985.

The program has two fundamental premises. One is the importance of providing education to help workers maintain current jobs or retrain for new ones before job loss—to be preventive rather than reactive. This differs sharply from the policy of the Job Training Partnership Act, the nation's largest program for

aid to dislocated workers. JTPA provides training only for those persons who are already unemployed or have been informed that they will be—a policy consistently opposed by labor and JTPA practitioners. The psychological and financial stress of joblessness are poor conditions for effective learning, and the lack of a workplace robs the instruction of a meaningful context. But most workers aren't told, or told early enough, that they are about to be jobless.

(A noteworthy report on plant closings in 1983-84 by the U.S. General Accounting Office states that in plants with over 100 employees, two-thirds of employers provided two weeks advance notice of layoff or less, with half of these providing no advance notice at all. [*Dislocated Workers: Extent of Business Closures, Layoffs, and the Public and Private Response.*] Bills to remedy this problem have been introduced into every Congress since 1974 but have failed to pass. The fate of the Metzenbaum-Kennedy provisions included in the currently-pending Omnibus Trade Bill, calling for 60 days advance notice, is still uncertain. Moreover, reports the GAO, no more than 5-7 percent of eligible displaced workers are being served by JTPA, and the average length of remedial instruction in all JTPA programs is only two weeks.)

The second premise of the Consortium, based on research that shows learning to be most effective when it occurs in a functional context, is that all curricula should be built around the occupational themes and life experiences of the various union memberships.

The coup in the Consortium's partnership with its funding and education agencies was that it was able to win relative autonomy to tailor programs to a pedagogical philosophy that, in its own judgment, would best suit the unions' members. One result is that care has been taken to hire teachers sensitive to the struggles of the students and to their need for dignity. In addition, it has been possible to use an interactive teaching style, which includes peer teaching and a buddy-support system. Class sites—union halls, factories, housing projects, churches—have been chosen for their physical convenience and psychological comfort, free from intimidating facilities where many before have failed. Flexible hours and schedules have been set—before, between, after shifts, and on weekends. And a variety of instructional materials are used including those generated by the students.

Two work-related curricula have already been developed for teaching basic skills to firemen and to exterminators, with the goal of the instruction to enable the workers to pass a test for promotion. The content of job manuals served as the basis for constructing reading comprehension, vocabulary, and other language arts. "For many workers," comments Anthony Alvarado, former head of the Consortium, "the worker literacy program is not a dream deferred and not something that may come about in the future. It is a very clear statement that if you pass this examination you can then move up in your job rank to where you can earn \$8,000 or \$9,000 more a year than you are presently earning. That is a very powerful motivational tool."

The Consortium has been able to choose its own consultants from the City University of New York faculty for on-going staff development. An outgrowth of this was an arrangement for graduate-level course credit for teachers in the program, taught at CUNY. Fifty Consortium teachers enrolled. The Consortium paid for the course. The Consortium also works with CUNY to develop research on questions of direct concern to its basic skills efforts (e.g. can shop stewards

be used effectively as para-professional teachers in literacy instruction?).

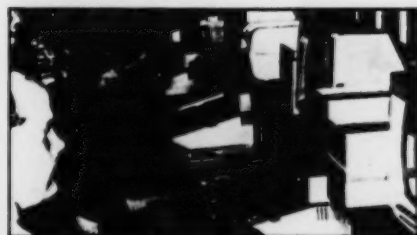
A recent UAW Local 259 newspaper article, called "Education Classes Come to the Shops," conveys a bit of the flavor. "Our students not only are learning basic and advanced skills of reading, writing, and math, and science and history, but participate actively in developing curriculum ideas. They write oral histories of their lives, their cultural backgrounds, their union experience, their lives in the shop.... Students describe how they are beginning to speak up at union meetings, how they now can talk to their boss and the landlord and the doctor, how the classes give them a greater feeling of self-confidence, how proud their families are of their achievement. The program is a labor of love for our union and we are committed to expand it."

One measure of the program's success is that Consortium activities now comprise one-third of the total adult education classes provided by the New York City Board of Education.

"But it couldn't have happened without the strength of the Consortium," says director Joseph McDermott. "If a single union had sought help, it would have been told to send its members to conventional adult basic education evening classes. Unions have to use their clout to make the system work for them. The official agencies say 'You fit into our rules and regulations.' They grade students, they characterize them, their understanding of hours and schedules is irrelevant. We have an obligation to educate these agencies and get them to respond to the real world."

AFL-CIO Activities

Meanwhile, back at the main AFL-CIO offices, the Human Resources Development Institute (HRDI), its training and employment arm, operates regional offices which provide information and technical assistance related to employment training. HRDI also designs and operates model programs for dislocated workers, and is presently operating 12 such centers in six states. Of these, five are using computers for individualized, competency-based instruction. HRDI reports that students like these "high tech one-room schoolhouses."



Laid-Off Steelworkers Improve Their Basic Skills. HRDI, Baton Rouge

HRDI is also exploring the use of a cutting-edge curriculum, the Job Skills Education Program, that is built on a finely-tuned analysis of job tasks and the basic skills required for them. Though developed for the military, the subject matter is equally relevant to civilian occupations. The program is being made available through a technology transfer program between the Departments of Defense, Education, and Labor.

In addition, a demonstration learning lab is being established at the AFL-CIO's George Meany Center for Labor Studies in Silver Springs, Maryland. The center is a national training academy for labor leaders

and staff personnel from around the country, who now will have the opportunity to see basic skills training in operation.

Developing The Potential

Unions are contributing to the nation's literacy effort in a great variety of other ways. They are increasingly a part of urban and statewide planning bodies as, for example, in Illinois, where that state's exemplary Literacy Council recently formed a Business and Labor Literacy Advisory Committee to help labor and management connect with local literacy providers for workplace reading programs. Twenty such programs are already underway in plants across the state.

In addition, union representatives sit on hundreds of private industry councils around the country, bringing to them the knowledge and viewpoint of the people to be served.

In Massachusetts, the Workplace Education Initiative, now in its second year of operation, has in place 15 workplace literacy projects, 80 percent of which involve union-employer partnerships. The program, for still-on-the-job workers, was launched in recognition that functionally illiterate dislocated workers are not at the most teachable moment given the trauma of their unemployment and the concern about their life situation. This exemplary Initiative is sponsored by the state's Office of Economic Affairs, the Executive Office of Labor, and the Department of Education, with strong support from the Governor.

Clearly, many unions have a solid experience in job task analysis and related basic skills curriculum development. Programs now being developed by management could benefit from this experience. So could unions not yet involved but faced with the need to be. Beyond that, educational organizations are being turned to increasingly by employers and by unions for help in setting up employee basic skill programs. Many of the educational experts, through no fault of their own, lack specific knowledge of how to design job-related programs and teach them in workplace settings. These people can also learn from the accumulated experience and inside perspective of the unions already at the forefront.

The crisis facing American business and the workforce is a massive one and it won't go away. According to government, labor, and other analysts, the present problems are different from those of cyclical or general unemployment. Displacement of workers is now an on-going process associated with technological and economic change, and it is deeply imbedded in the de-industrialization of America.

Organized labor has called upon Congress to adopt policies that look to the modernization and revitalization of basic industries and a national program of improved education and training for American workers that will promote U.S. competitiveness, economic growth, and job security.

The view of organized labor is that developing a skilled, productive, adaptable workforce is a survival issue; that success at the bargaining table notwithstanding, the nation cannot depend on individual employers, or one-by-one collective bargaining arrangements, or on fragmented publicly-supported efforts for education and training. Other sectors agree. "We need to have a new, more comprehensive approach [to these problems]," recently said Roger Semerad, Assistant Secretary of Labor. He urged the labor movement "to offer us your expertise and your knowledge of the workforce in adapting our institutions to what lies ahead."

CONNECTIONS



The Gannett Foundation

To further advance state planning and coordination, Gannett will make a second round of grants in 1988 ranging from \$40,000 to \$100,000 each, for a total of \$500,000. The competition is open to nonprofit and government agencies in any states that did not receive grants in the first-year competition. No more than one grant per state will be awarded. Another \$500,000 will also be given in renewal grants to the 1987 winners. Applications are due by December 31st and winners will be announced next February. For application guidelines contact The Gannett Foundation, Lincoln Tower, Rochester, NY 14104 (716) 262-3315.

Center For Remediation Design

The Center will hold two-day training institutes for policymakers, program providers, and corporate managers on October 20-21 in Seattle, December 2-3 in St. Louis, and January 11-12 in Tampa. The focus will be on developing effective strategies for attacking basic skills deficiencies among at-risk youth through Job Training Partnership Act programs. The Center is a project of the U.S. Conference of Mayors, National Association of Private Industry Councils, National Association of Counties, National Alliance of Business, and the JTPA. For more information contact Center for Remediation Design, c/o National Job Training Partnership, 1620 Eye Street, NW, Suite 300, Washington, DC 20006.

The Robert Bowne Foundation

The Foundation supports nonprofit groups in New York City that seek to address illiteracy among disadvantaged youth in a variety of settings and through innovative strategies to combine job and basic skills training. Grants range from \$1,000 to \$25,000. For application guidelines contact Dianne Kangisser, Vice President, Robert Bowne Foundation, 345 Hudson Street, New York, NY 10014.

U.S. Department Of Education

The Office of Educational Research and Improvement of the U.S. Department of Education is accepting applications for new awards to literacy projects in state and local public libraries. The Department expects to make about 250 one-year awards of up to \$20,000 each in 1988. The deadline for applications is November 20, 1987. For more information contact Frank Stevens, Director, Library Development Staff, OERI, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 4021, Washington, DC 20208 (202) 357-6315.

Matrices

Matrices, a private technical assistance group, is planning a series of one-day seminars for human resource professionals entitled "Workplace Literacy: What is it? How Can I Achieve It?" Seminars are scheduled for October 28 in Boston, November 5 in Philadelphia, November 19 in Atlanta, December 2 in Chicago, and December 10 in New York. For more information contact Susan Koen, President, Matrices, 4 Eversley Avenue, Norwalk, CT 06851 (203) 853-4163.

CORPORATE LITERACY ACTION

TENNECO

Tenneco, Inc., one of the largest employers in Houston, has launched a three-year literacy project known as the Tenneco Literacy Initiative. "We've come to believe that investments in education can do more to strengthen the core of our society than other aspects of charitable giving," observes J.K. Ketelsen, Chairman and CEO of Tenneco.

Working through the Reading, Education, and Development Council (R.E.A.D.), Tenneco volunteer employees are enrolled in two-day tutor training sessions, and then matched with students from R.E.A.D.'s waiting list. In addition, Tenneco recently co-sponsored a meeting to help R.E.A.D. attract the support of other local businesses. As a result, the Pennzoil Company, First City Bank, Arthur Andersen, and Exxon Corporation have pledged assistance.

In June, Newport News Shipbuilding, a Tenneco company in Virginia, completed a pilot adult education program involving over 60 employees. The effort received the Virginia Association of Adult and Continuing Education's 1987 award for "Outstanding Employer-Sponsored Adult Education Program." On November 6, Newport News Shipbuilding and the Peninsula Literacy Council will sponsor a Regional Literacy

Congress for 200 business/industry leaders on the theme of literacy and the workplace.

(For more information contact Jo Swinney, Community Affairs Coordinator, Tenneco, Inc., PO Box 2511, Houston, TX 77001 (713) 757-2580; and Richard C. Boutwell, Manager, Training Systems and Services, Newport News Shipbuilding, 4101 Washington Avenue, Newport News, VA 23607 (804) 380-2000.)

MIDDLE SOUTH UTILITIES

Middle South Utilities System (MSU), the nation's fourth largest gas and electric utility, has made literacy an integral part of its economic development effort. Their program attacks literacy in two ways: by developing public awareness of existing literacy services and helping to focus attention on the importance of completing high school, and by piloting four new automated learning centers. MSU funded a public service radio and TV announcement to recruit students and tutors. Media groups in their region cooperated fully with their campaign. MSU also installed a toll-free telephone line which operates 24 hours a day, seven days a week throughout Arkansas, Louisiana, and Mississippi. Since the program began in September 1986, nearly 3,000 people have called in.

MSU's automated learning centers were set up in cooperation with the Arkansas Power and Light, Louisiana Power and Light, Mississippi Power and Light, and New Orleans Public Service Inc. They use the IBM Pals computer program in a university setting, a parish prison, a public school, and a junior college. Each of these institutions has made a

five-year commitment to operate labs for adult non-readers at least 35 hours a week.

MSU also was one of the major supporters, along with Wal-Mart Stores, of the PBS documentary *Project Second Chance* aired in September 1986. In the future MSU hopes to develop a regional literacy council to coordinate the efforts of literacy providers in the three states they serve. J. Hughes Nichols, Director of Economic Development, explains MSU's commitment to literacy: "We live in a technological age. With so many countries ahead of the U.S. in basic literacy, it will be difficult if not impossible to compete with the rest of the world for economic growth and jobs if we don't address the literacy problem."

(For further information contact Ben Ross, MSU System Services, Inc., PO Box 6100, New Orleans, LA 70161 (504) 529-5262.)

K MART

K Mart distributed more than six million "literacy" dollars at its stores throughout the country in July as part of the PLUS *Read America, Win America* campaign. Each dollar was worth a \$1 discount admission at 73 amusement parks and attractions during the month. For each coupon redeemed, the participating park will donate \$1 to the campaign. Dolly Parton is the national chairperson of the *Read America* effort which is administered by the Kentucky Educational Television Network. KET distributes funds to local PLUS task forces, LVA, high-school-equivalency programs, and other groups.

In August, K Mart initiated a separate fund-raising program. For every package of Bounty paper towels and Charmin bathroom tissue purchased at K Mart stores, five cents will be donated to *Read America*. The project is expected to generate up to \$150,000.

(For more information, contact Teri Kula, Public Relations, K Mart Corporation, Troy, MI 48064 (313) 643-5831.)

DOLLAR GENERAL STORES

Following a successful program in which Dollar General Corporation, a national chain of self-service discount stores, paid the cost of high-school-equivalency materials and tests for its employees, the company decided to expand its program to the general public. In July, more than 1,300 stores in 23 states began distributing information on local education programs to which adults could turn for help with high-school-equivalency study and basic reading. The campaign was backed by radio advertising to inform the public about the program. "Eleven of the 23 Dollar General stores had [high school] graduation rates well below the 1985 national average," notes Cal Turner, Jr., President of the Dollar General Corporation. "We felt we could

lessen the fear of taking that first step...by offering local information in each of our stores." Working with the American Council on Education, Dollar hopes to reach people on a grassroots level with pamphlets about high-school-equivalency programs, information for potential volunteer tutors, and mail-in cards for people who want to become students or tutors.

(For more information contact Mike Goss/Constance Parrish, Dollar General Corporation, 427 Beech Street, Scottsville, KY 42164 (502) 237-5444.)

LIPTON

Thomas J. Lipton, Inc., in cooperation with Literacy Volunteers of America (LVA), is sponsoring races in eight cities this year and next. Lipton is providing banners, flyers, refreshments, prizes, and free advertising. Through a \$5 registration fee, funds are being raised for the national LVA and its involved local affiliates. One of Lipton's aims is to focus attention on literacy through a sport that is popular and healthful.

(For more information, call Claudia Dowling, Manager, Product Communications, Thomas J. Lipton, Inc., 800 Sylvan Ave., Englewood, NJ 07632 (201) 594-7847.)

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND ASSISTANCE

AAA Management, ABC, Bantam Books, Bristol-Meyers Fund, CBS, Chase Manhattan Bank, European American Bank, Harper & Row, Morgan Guaranty Trust Company, Morgan Stanley, New York Times Company Foundation, Random House, Reader's Digest and Joseph Seagram's & Sons are among the current funders of the American Reading Council. The Council operates basic skills programs for adults in the Lower East Side of Manhattan, as well as a variety of reading programs for children throughout New York City.

The Amarillo (TX) South Rotary Club recently donated \$300 to the Amarillo Area Adult Literacy Council. Companies represented on the Council's board include **Lone Star Construction, Peat Marwick Main and Co., Micro Chemical Inc., Mr. Rent 'It, Livestock Journal, Equitable Life Insurance, KVII-TV, and The Amarillo Globe News.**

ARA Services, Inc. recently made a grant of \$7,500 to the Center for Literacy to support an English-as-a-Second Language class for 15 to 20 Hispanic adults in North Philadelphia. This is the third consecutive year in which the company has sponsored the program.

The Bank of Boston has made five grants of \$5,000 each to the Washington Education Project to help finance tutoring projects at five Boston-area colleges.

The Fitzgerald (GA) Herald-Leader has ordered 210 literacy-promotion T-shirts to award to students participating in a local library reading program. The T-shirts, designed by **Cartoonists Across America**, depict a pair of reading dinosaurs with the caption of "Read. Avoid Extinction." The T-shirts are being made available to newspapers and other interested parties by **The American Newspaper Publishers Association Foundation.**

The executive editor of **The Hartford Courant** was keynote speaker at the fifteenth anniversary annual meeting of Literacy Volunteers of Connecticut. The conference was held at the **United Technologies Research Center.**

The W.M. Keck Foundation in August announced a grant of \$48,500 to California Literacy in support of its efforts to work with previously-unreached populations in southern California.

Ketchum Communications recently recruited twenty of its employees to serve as tutors with the Greater Pittsburgh Literacy Council. **The Pittsburgh Press Company** has operated a similar volunteer-tutoring effort since 1985. In both cases, tutor training and the subsequent tutoring take place on company premises.

K Mart Corporation, The Muskegon Chronicle, and Union Steel Products were represented on a "Business Works for Literacy" panel at the May conference of the Michigan Job Training Partnership Association.

The Milwaukee Journal-Sentinel recruited more than forty employees to tutor some eighty public school students identified as having reading disabilities. Employees receive paid released time to work with the students one hour each week and often give additional time without compensation.

New York Telephone recently awarded \$3,000 to the Parent Readers Program, an intergenerational literacy project at New York City Technical College. The project uses children's literature to teach the adults how to read and discuss books with their children at home. The aim is to improve the literacy status of both parent and child.

PLANNING, AWARENESS, AND RESEARCH

Chevron is a supporter of "Books Around the Bay," a monthly calendar of San Francisco-area reading activities issued by the Year of the Reader campaign. **Safeway Stores, Inc.** sponsored "Read-Along Month" activities in July, in which librarians and authors conducted readings of popular works at company stores in the Bay Area.

ANPA FOUNDATION

As part of its three-year Press To Read campaign, the American Newspaper Publishers Association Foundation sponsored a Literacy Creators Workshop August 31-September 2 at the Xerox Training Center in Virginia. The workshop drew 20 newspaper staff from around the country who left the meeting with individual action plans for their own newspapers. Topics examined at the workshop included defining literacy, organizing community task forces and coalitions, putting out easy-read newspapers, and starting workplace literacy programs. ANPA's campaign has motivated hundreds of newspapers to start literacy projects in their hometowns. ANPA has recently released *Newspapers Meet the Challenge* (a handbook to help newspapers launch literacy efforts), *Showcase of Newspaper Literacy Projects* (a review of 44 newspaper projects across the country), and a 20-minute slide/video program about illiteracy.

(For more information contact Carolyn Ebel Chandler, ANPA Foundation, Box 17407, Dulles Airport, Washington, DC 20041 (703) 648-1251.)

The El Paso Herald-Post earlier this year published *A Testament from El Paso*, a guidebook for newspapers interested in getting involved in local literacy activities. **Daniel's Moving & Storage** donated space and labor for storing more than 200,000 books given for distribution by the **Herald-Post** to local literacy organizations.

Nabisco Brands, Inc. underwrote the costs of "Bluffing It," the TV movie about an illiterate worker aired by ABC on September 13. Nabisco also paid for close-captioning the movie. The captioning is done by the National Captioning Institute, and allows hearing-impaired viewers to follow the dialogue of television broadcasts as they are relayed via a special transmitter.

The Portland Private Industry Council, Pacific Northwest Bell, Poppers Supply Company, Gregory Forest Products, and Precision Castpart were represented by speakers at the May business conference of the Oregon PLUS Task Force.

The Southern Connecticut Business Journal ran an article in one of its August issues which described what that state's businesses are doing to support literacy efforts.

The UPS Foundation was a co-funder of a September symposium, "Towards Defining Literacy," held at the University of Pennsylvania under the sponsorship of the University's Literacy Research Center and the National Advisory Council on Adult Education.

EMPLOYEE BASIC SKILLS PROGRAMS

Best Foods operates an ESL program in its Mueellers spaghetti plant in Jersey City, New Jersey. Run in collaboration with the Jersey City Learning Center, the program has provided language and cultural training to thirty employees to date.

General Motors' Fisher Guide Division has collaborated with the Anderson (IN) Community Schools to offer adult basic education courses to company employees and family members for the past year. Program impact is being evaluated through competency-based testing and review of participants' absentee rates, machine down time, and scrap reports.

AVAILABLE FROM BCEL

• **Developing An Employee Volunteer Literacy Program** (BCEL Bulletin No. 1) is a 12-page, how-to-do-it guide for businesses wishing to encourage their employees to volunteer as tutors and in other capacities to help literacy groups in their communities. (\$1.00 per copy)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** (BCEL Bulletin No. 2) is a 46-page guide for employers wishing to address the basic skills problems of their own workforce. It gives step-by-step guidance on how to plan and implement an effective job-related basic skills program and includes a listing of resource persons and background reading material. (\$5.00 each)

• BCEL's leaflet **Functional Illiteracy Hurts Business** is still in heavy demand among literacy planning and providing groups. It gives specific suggestions to business on how to help. Programs can insert their names and addresses on the back flap. (No cost for up to 25 and 5¢ a copy thereafter.)

• Back issues of all BCEL *Newsletters* continue to be available. Newsletter articles may be reproduced without permission, but must be reproduced in their entirety. A copy of the publication in which material is used should be sent to BCEL. (No cost for up to 6 copies and 25¢ per copy thereafter.)

• BCEL's **State Directory of Key Literacy Contacts** is an aid for businesses that want to

explore ways to provide funding or other help to adult literacy programs in their states and communities. State and local planning groups, including PLUS Task Forces, may also find the directory useful. (\$5.00 each)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** consists of two BCEL monographs which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action. (\$10.00 for the set)

• **PIONEERS & NEW FRONTIERS** is a BCEL monograph which assesses the role, potential, and limits of volunteers in combating adult illiteracy. (\$5.00 each).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved your order must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

NOTES TO OUR READERS

• To help assure timely receipt of our Newsletters, your help in checking the accuracy of the label on this issue would be appreciated. Please drop a note to BCEL with any changes.

• A new BCEL Bulletin is under preparation to give guidance to literacy programs on how to effectively develop business support for their efforts. Please check future issues of this Newsletter for further details.

BCEL Professional Advisors

William Bliss
Center for Applied Linguistics

Jeanne Chail
Director, Reading Lab
Graduate School of Education
Harvard University

Helen Crouch
Executive Director
Literacy Volunteers of America

Paul Delker
former Director, ABE
U.S. Department of Education

Iris Ellenbein
Program Director
American Council of Life Insurance

David Hargreaves
Executive Producer
British Broadcasting Corp.

David Harman
Professor of Education
Teacher's College
Columbia University

Judith Koloski
Executive Director
American Association of Adult
& Continuing Education

Marti Lane
Coordinator
Volunteer Reading Aides Program
Lutheran Church Women

Lane Murray
Superintendent
Windham School District

Julia Palmer
President
American Reading Council

Roger Parant
Deputy Executive Director
American Library Association

Elaine Shelton
President
Shelton Associates

Dorothy Shields
Director
Education Programs
AFL-CIO

Wood Smethurst
Director
Reading Center
Emory University

Tom Sticht
President
Applied Behavioral and
Cognitive Sciences Corporation

Linda Stoker
Director
Technology Readiness Programs
Polaroid Corporation

Peter Wallis
Executive Director
Lilubach Literacy

Mary Greich Williams
Director
Adult & Continuing Education
Indiana Dept. of Education

Chris Zachariadis
Executive Director
Association for Community
Based Education

BCEL Officers & Staff

Harold W. McGraw, Jr.
President

Gail Spangenberg
Vice President &
Operating Head

Dan Lacy
Vice President

Paul Jurmo
Program Associate

***Bess Heitner**
Research/Writer

***Ruth Weinstein**
Research Associate

Mary Keenan
Exec. Sec. & Admin. Asst.

Aimaz Lee
Sec. & Admin. Asst.

*On part-time consulting basis

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

This issue of our newsletter features three special articles on the current status of service provision, state planning, and congressional action. While the information presented invites and deserves all kinds of deeper analysis, we hope that our readers will find it generally useful as we all work to build on the accomplishments of the past few years.

There can be no doubt that the national literacy effort faces a wide range of major challenges. There is need for a more realistic understanding of all that must be done, especially in providing more resources for the field and in facing up to the major steps required to bring a considerably higher degree of professionalism to the field. To respond as the field requires if it is to serve many more people and to provide more effective and lasting instruction will not be easy, and there are no simple formulas. The heavy pressures under which provider and planning groups are now operating is a matter of immediate practical concern. But at the same time the substantial advances that have occurred in the field in the last few years also present us with a good many new opportunities for moving the whole literacy effort forward.

The big challenge now is for stronger measures to preserve programs and recent gains while at the same time marshalling the resources and thinking that will be needed to address the longer term issues upon which the system's future health and effectiveness depend. To meet the challenge, a substantially stronger and larger federal role is vital. Even if all bills currently pending in Congress pass and are fully funded, still more will be needed as we move along. Individual states will also have to do a great deal more. It is encouraging that state funding of the nation's major adult basic education program has grown overall, but it has not grown nearly enough. More than half of the current funding and service is provided by only four states, those with heavy ESL populations. (The recent increase in service to ESL groups is indeed welcome but this appears to be

squeezing out other categories of students, especially blacks.)

The business community has already responded to an impressive degree, but even here a far more extensive involvement is needed. We urge corporate and business leaders throughout the country to look at how they can help with renewed vigor at all levels of need—local, state, and national.

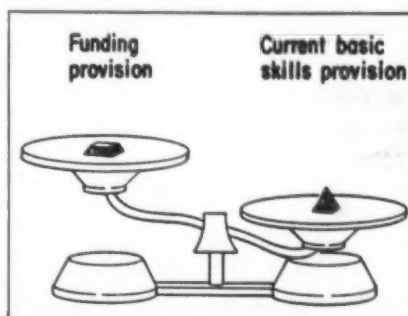
BCEL hears almost daily from companies wanting to address the basic skills problems of their own employees, a recent and encouraging trend. But the majority of corporations still do not recognize that they have or will shortly face a serious skills problem in their own workforces. In addition, most still have not reached out with funding or in-kind help to programs in their states and local communities, even though in the long run they themselves stand to benefit. And, equally important, leaders throughout the business community could perform a vital service by speaking out in state and national forums on the need for much stronger federal and state leadership and funding.

The PLUS Business Breakfasts held nationwide last October opened up a wider channel for business involvement, and I hope the business representatives who attended, as well as the organizers of those events, will continue to work closely together to develop the potential of that relationship. I would also suggest one other path for involvement. The business community has increasingly been supporting public education through adopt-a-school partnerships. Without abandoning that aspect of educational need, think what might be accomplished by a comparable commitment to an adopt-a-literacy program partnership as well.

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SERVICE PROVISION: Recent Gains, Current Problems



In 1984, the organizations and groups responsible for the bulk of the nation's adult basic skills provision were reaching an estimated 7-8 percent of the adults in need of basic skills help. National program enrollments have since increased—largely in response to the new demand generated by the national television awareness campaigns of PLUS and the Coalition for Literacy. All providers combined may now be reaching an estimated 9-10 percent of the needy population. Where have the increases occurred? What do they mean? And what problems loom large as we move into 1988?

The Federal ABE Program

ABE, the largest single program in the nation, enrolled 3.1 million persons in 1986, up from 2.5 million in 1984. This represents an overall growth of 25 percent in just two years. Recent material from the U.S. Department of Education revealed a number of interesting patterns:

- Some 950,000 of ABE students in 1986 were enrolled in basic skills programs, 1.3 million were in ESL programs, and 860,000 were in high-school-equivalency and diploma programs. While there has been growth in all three categories, the greatest increase has been in service to ESL students, resulting in lower increases for the other two categories of students for lack of program space and resources.

- Four states account for some 65 percent of the total ABE enrollment—California, Flor-

(cont'd on p. 5)

NEWS IN BRIEF

Learning Channel Plans GED

The Learning Channel (TLC), the nation's only national all-educational cable television network, has launched a five-year project to help adults get high-school equivalency diplomas. Local TLC cable stations will feature GED ON TV, a series of 43 half-hour lessons produced by Kentucky Educational Television, to reach and teach the targeted audience. The campaign will publicize the GED effort with direct mail, TV and radio ads, bill inserts, shopping mall promotions, and other marketing techniques. In addition, the Learning Channel will continue to broadcast a wide variety of adult educational programs 20 hours a day, 7 days a week. Working with more than 300 institutions of higher education, TLC currently offers formal and informal courses to 10 million television households in the U.S. For further information contact Fern Kraus, Director of Communications, The Learning Channel, 1525 Wilson Boulevard, Suite 550, Rosslyn, VA 22209 (703) 276-0881.

GPO: A New Partner In Literacy

The U.S. Government Printing Office has recently joined the war on illiteracy. Among its activities, the GPO has designated a staff assistant in the office of the Public Printer to provide expert guidance on printing, production, and distribution of literacy materials by various government agencies, the private sector, and the academic community. GPO will also inform and encourage its own employees to become students or tutors, help to promote the FELT program (which has to date added some 2,500 federal employees to the national volunteer tutoring pool), and work with Congress and other groups to advance the cause of literacy. For more information contact Charles Potter, GPO Literacy Coordinator, U.S. Government Printing Office, Washington, DC 20401 (202) 275-6626.

Gambling On Literacy

Last year California agreed to turn \$500,000 in lottery funds over to the Board of Trustees of the state university system to be used for community service projects. The Chancellor is distributing the money to the 19 state campuses in proportion to their size. Although not earmarked specifically for literacy projects, more and more campuses are using the funds for that purpose. For example, at California State Polytechnic University in Po-

mona lottery funds are supporting an interdisciplinary program which offers paid and faculty-supervised internships with local literacy groups, such as the local PLUS-affiliated station. At California State University in Fullerton, an academic course, "Linguistics and Literacy," teaches students how to tutor and provides pay for those who actually become tutors. Diane Vines, Director of Special Programs for the system notes that "there are few restrictions and the projects are as innovative as possible. Although the amount per campus is relatively small, we've seen some wonderful results because of this additional money." For more information, contact Diane Vines, California State University, 400 Golden Shore, Long Beach, CA 90802 (213) 590-5768.

National Congress Honors Students

The first National Adult Literacy Congress held in Philadelphia in September as part of Constitution Day honored 51 student delegates, one from each state and the District of Columbia. Each delegate was formerly unable to read or write. The students discussed the problem of illiteracy as they see it and gave recommendations for tackling it based on their personal experiences. They touched on the need to better educate the public about the problem, the link between illiteracy and jobs, and the need for new legislation and funding. They also stressed the importance of student advocacy for literacy. In talking about what helped them learn, they cited one-to-one tutors, support from families and friends, and, most important, support from other students. They suggested that: it should be illegal for an employer to fire someone because they can't read; tax credits should be given to companies to help their employees learn how to read; and judges about to sentence offenders should be aware of the relationship of illiteracy to crime.

Lutheran Churches Unite

Three Lutheran churches—the Lutheran Church in America, the American Lutheran Church, and the Association of Evangelical Lutheran Churches—have joined hands to form a new group, the Evangelical Lutheran Church in America (ELCA). For twenty years, the Lutheran Church Women have sponsored the "Volunteer Reading Aides Program," the country's largest ecumenical basic skills and ESL project. Literacy will continue to be a major priority of the new larger organization. The ELCA's activities will include an advocacy network and a public awareness campaign in addition to its national reading program. Lutheran bookstores

in 18 cities have agreed to distribute several literacy titles produced by the Lutheran Church at low cost. For more information contact Faith Fretheim, Director for Literacy, Women of the Evangelical Lutheran Church, 6765 West Higgins Road, Chicago, IL 60631 (312) 380-2700.

1990: International Literacy Year

The year 1990 has been targeted as International Literacy Year by the U.N. General Assembly to publicize the fact that illiteracy is an urgent and widespread global problem, one that usually goes hand-in-hand with poverty. In developing nations (where 98 percent of the world's 889 million illiterates live), illiteracy makes it very hard to mobilize development programs and increase productivity. All groups—not just individual governments will be encouraged to take part in International Literacy Year. Individuals also will be urged to participate. One of the U.N.'s main goals is to encourage the incorporation of literacy into the development programs it assists.

Advancing Literacy in Africa, Canada, & Australia

The Australian Council for Adult Literacy estimates that one million adults in that country have substantial literacy problems. The Council works with the national government on literacy issues, acts as an Associated Centre of UNESCO (with a focus on adult literacy in Asia and the Pacific), and publishes a quarterly newsletter called *Literacy Link*.

In Canada, the Secretary of State announced in September the establishment of a new National Literacy Secretariat as part of a nationwide campaign to overcome illiteracy. This action was motivated in part by a series of articles in the *Southam News*, a wire service that commissioned a Canadian version of the NAEP report issued last year in the U.S. The new Secretariat will make development grants to community groups and research grants to national organizations. This year it will sponsor a national symposium involving government agencies, businesses, and other groups. A new Business Task Force on Literacy, patterned somewhat after BCEL, has commissioned a study to determine how much uneducated workers and customers cost Canadian business each year.

In South Africa, an estimated 60-70 percent of black adults cannot read or write. To help deal with the problem, *Learn and Teach* has for 15 years trained literacy instructors, produced materials, and coordinated programs in five regions of the country. The group fa-

vors community-based programs geared to the social, economic, and political concerns of the learners. Materials and information booklets are developed in seven African languages and English. Officials of *Learn and Teach* recently visited BCEL to gather ideas on how to expand and strengthen their services.

New York City: A Comprehensive Model

Since late 1984 New York City has committed nearly \$40 million to expand and upgrade its adult literacy programs. Supplementary funding has been provided by the state and some private sources. As a result, programs have gone from serving 12,000 students to 57,000 in 1987. The system provides great diversity in options and locations with over 350 learning sites throughout the five boroughs. Students from all backgrounds and all learning levels can choose to work with tutors on a one-to-one basis, in small groups, or on their own with cassette and computer or a tape recorder. The Literacy Assistance Center maintains a data base on all programs and students, provides technical assistance, conducts research, and operates a citywide hotline. Despite the growth in service, however, thousands of students have had to be turned away for lack of resources to absorb them. Mayor Koch hopes to allocate additional sums for the effort over the next few years and he has urged the private sector to help by starting their own programs or donating funds to a special resource bank. Meanwhile, a 21-member Advisory Group has been formed to explore ways to use television and other technology to expand literacy services.

A YMCA/Business Partnership

1986 was a banner year for the YMCA's Chapter Two Reading Program in Philadelphia. In late 1985 several donors made generous gifts to the Y's adult literacy program. Among the largest and first were \$250,000 from Rohm and Haas and \$120,000 from Scott Paper. Rohm and Haas has also helped with volunteer recruitment, student outreach, and supplied free tutoring space. The new year seems off to a good start as Chapter Two has received State Department of Education grants to extend its adult literacy services throughout the city. The program has added a job development component and five computer-assisted literacy sites. So far, the YMCA has built the largest free citywide tutorial literacy program in Pennsylvania. Since the program began three years ago, it has served 3,000 adults and this year hopes to tutor another 1,500. For more information

contact Darrell Johnson, YMCA, 1429 Walnut Street, Philadelphia, PA 19102 (215) 963-3728.

Phoning In At CONTACT

CONTACT Literacy Center's national hotline continues to be a vital resource to the entire literacy effort, and the PLUS campaign has generated a tremendous increase in the number of calls received. In July, at the height of the PLUS broadcast activity, the Center handled nearly 40,000 calls. Through November 1987 it had received more than 200,000, 44 percent from potential volunteers and 24 percent from potential students. On the whole, calls have averaged about 20,000 a month and tended to come in between 11 a.m. and 2 p.m. *Reader's Digest*, Ann Landers, and television ads have attracted 89 percent of all referrals over the past year. In 1986 the Center introduced a new computerized system that monitors the length of calls and provides all kinds of specialized information. This valuable hotline service remains in urgent need of funding. For more information contact Rhonda Kadavy at CONTACT, PO Box 81826, Lincoln, NE 68501 (402) 464-0602.



CONTACT Hotline Operators

400 PLUS Business Breakfasts

By the end of 1987 the National Outreach Office of the PLUS Campaign had organized over 400 PLUS Business Breakfasts around the country. Most took place on October 21. They sought to draw attention to the special PBS documentary, *A Job To Be Done*, which was aired the same day, and to encourage the business community to join and support local literacy activities. A recent survey completed by PLUS shows that 66 percent of the attendees were business executives. Many signed pledge cards promising to raise the issue of literacy within their companies. Follow-up activities planned by the breakfast organizers include personal visits to companies; surveying company needs; inviting business representatives to serve on planning committees; and conducting workshops and

other events. In Pittsburgh, for example, three weeks after the breakfast, organizers held a workshop for several area companies on how to begin a literacy program. Fifty companies attended a follow-up meeting and a mailing was sent in December to see what actions have since been taken by them. Of 200 people attending the business breakfast in Springfield (IL), 165 were business representatives, and follow-up meetings have been held with companies willing to serve on a business advisory committee and with companies interested in starting employee basic skills programs. Margot Woodwell, PLUS Project Director, notes that "the number of PLUS Business Breakfasts exceeded all our expectations, but the most important thing is what is happening as a result. The breakfasts were just a beginning."

Ad Campaign Ends/Coalition Stays

The Volunteer Against Illiteracy campaign of the Coalition for Literacy ended officially in July 1987. The Ad Council, which ran the campaign, estimates that it generated a total value of more than \$67 million in media ad space. The Coalition, with Jinx Crouch of Literacy Volunteers of America serving as its head, is now developing a new seven-point agenda to redirect and focus its future efforts. The Coalition's work will be financed by contributions from member organizations, including several that have recently become members. For more information contact Jinx Crouch, LVA, Widewaters 1, 5795 Widewaters Parkway, Syracuse, NY 13214 (315) 445-8000.

The Business Council for Effective Literacy is a publicly-supported foundation. BCEL is dedicated primarily to fostering greater corporate awareness of adult illiteracy and providing guidance to the business community on needs in the field and opportunities for involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

For a list of BCEL publications, consult the October 1987 issue of our newsletter. BCEL directors, professional advisors, and staff are listed in the July 1987 and October 1987 issues.

CONGRESSIONAL UPDATE



When Congress recessed in December, it had under consideration a number of measures to broaden and greatly strengthen the support of the federal government for efforts to deal with the problem of adult illiteracy. These included legislation relating not only to adult basic education itself but to job training, trade, welfare, and other subjects.

The most important legislative provisions are in the comprehensive education bill that in somewhat different forms has passed both houses of Congress. The bill will go to conference when the second session of Congress convenes this month. The Senate version of the bill would increase the authorized appropriation for adult basic education to \$200 million for FY89 with greater amounts thereafter. An additional \$30 million would be authorized for the federal contribution to literacy and basic skills programs undertaken in the workplace by educational agencies in cooperation with business and labor organizations; and \$25 million would be authorized for programs to teach English as a second language. An especially important new program is called Even Start. It would authorize \$25 million for programs to provide literacy training for parents to enable them to take part in the education of their children, usually in association with Head Start. Provisions in the House bill are very similar.

Besides the increased authorizations and the important new programs, this pending legislation would make adult basic education programs more flexible and efficient. ABE programs have traditionally been carried on in local public schools or other educational institutions with little relation to private volunteer activities or community-based organizations or coordination with other federal programs, as in job training activities. The House bill would mandate the active participation of voluntary and community-based groups and close coordination among the

various public programs through state literacy councils. The Senate bill strongly encourages flexibility and cooperation but does not mandate it in such specific terms.

The education bill enjoys very strong, indeed all but unanimous, bipartisan support and is likely to pass without major modification.

Other major legislative proposals dealing with adult illiteracy problems are contained in the comprehensive trade bill that has passed the House of Representatives and been reported to the Senate by the committees concerned. This includes major funding for training, when necessary in basic skills, of displaced workers; and \$10 million in funding for a literacy assistance program under which college students could be recruited into work-study programs as tutors, receiving appropriate college credit. Though the educational provisions of the trade bill also command broad bipartisan support, other provisions are controversial and passage may be delayed. In part for this reason, the Senate has chosen to place in the education bill the workplace literacy provisions of the House trade bill.

A third area of legislation is in the proposed major reshaping of welfare legislation. A major goal would be to provide training needed to reintegrate persons receiving welfare assistance into jobs and the productive economy. Bills have been introduced by Senator Moynihan in the Senate and Congressman Rostenkowski in the House. Though different in many provisions, both versions agree "that needy children and parents [should] obtain the education, training, and employment which will help them avoid long-term welfare dependence." The House bill passed just before Congress recessed last month, but passage by the Senate and resolution of House and Senate differences are likely to take time.

Provisions in the welfare legislation are made for a wide variety of services in education and training, to be adapted to the specific needs and educational levels of welfare recipients. Specifically included is remedial education needed to achieve a basic literacy level as well as instruction in ESL if needed. The legislation would bring about a massive change in the whole welfare program of the country, and has the potential of becoming the nation's largest adult education effort.

Despite broad consensus on the need for a major revision of the welfare program, there is concern about the cost in light of the general budgetary situation. But the bill will probably be passed in some form eventually.

The Library Services and Construction Act also has important literacy components. The provision or expansion of literacy services is an eligible purpose for grants under Title I of that Act, and about \$5 million is currently granted. The new Title VI also provides \$5 million specifically for literacy projects, making a total of \$10 million in federal funding available for library literacy programs. These grants are usually conditioned on the projects being undertaken in cooperation with other, typically volunteer, groups.

Other legislative proposals dealing with the homeless include basic skills training components as well. But the actual effect of all the new programs and enlarged authorizations for old programs will, of course, depend on how fully they are implemented by appropriations. The Administration, in a rare move to increase social expenditures, requested an increase in the adult basic education appropriation to \$130 million in the current fiscal year. This has enjoyed strong support, but the final amount is in doubt because of the Gramm-Rudman Act and the deficit reduction measures. The larger authorizations and the new programs in pending legislation would be effective only in the fiscal year starting October 1988, and the vigor with which they are carried into effect will depend on the attitudes of the administration that comes to power as a result of the 1988 elections. Principal candidates of both parties, however, have tended to assert a strong support for improved education and a much more emphatic program is likely in the new administration.

The most important thing is that the Congress is now showing a full awareness and a deep concern about the problem of adult functional illiteracy...a recognition that it is an important factor in economic competitiveness, unemployment, and poverty...a recognition of the need for more flexible and effective means of dealing with it...and a determination to take strong measures to deal with it.

However, the enactment and funding of all present proposals would present many new problems, for much of the legislation would simply require or authorize training and provide funding. It would be left to the states to determine where and by whom the training would be given. Yet, as noted elsewhere in this newsletter, all our institutional resources for literacy training are already strained to the breaking point, and thousands of more professionally trained and paid teachers are needed in existing programs. None of the legislative proposals has squarely faced this set of needs.

SERVICE PROVISION

(cont'd from p. 1)

ida, Texas, and New York. California and Florida alone account for 50 percent.

- Women and men are now enrolled about equally in ABE programs, which reflects a relatively large increase in male participation compared to past years.

- Persons aged 16-24 accounted for 40 percent of all 1986 enrollments, 25-44 for 40 percent, 45-59 for 12 percent, and 60+ for 8 percent. Persons under age 25 account for the largest part of the growth, resulting in diminished access for older persons.

- More than one-third of enrollees drop out of ABE before finishing their program years. Family problems, lack of interest, transportation problems and lack of child care assistance are among the reasons cited.

- By race/ethnicity, the percentages enrolled in ABE/ESL programs in 1986 were: Whites (37), Hispanics (31), Blacks (16), Asians (15), and American Indians (.8). Note that Blacks made up 25 percent of the total ABE population in 1984, and Hispanics 20 percent.

- For those in 1986 for whom employment data were available at the time of this writing (1.7 million), 40 percent were employed, 44 percent were unemployed but looking for work, and 16 percent were on public welfare.

Annual federal/state/local spending for ABE was approximately \$300 million in 1984. It grew to \$396 million in 1985 and \$409 million in 1986. It is worthy of note that:

- In recent years the federal contribution to ABE has held at roughly \$100 million per year, while state and local contributions have grown substantially. State/local funding of ABE in 1985 was \$296 million, a growth of nearly 50 percent over 1984. In 1986, total state and local outlays were \$309 million. (But more than half of all state and local funding comes from New York, Florida, Texas, and California, with California alone accounting for more than one-third. The majority of states provide relatively little for ABE activities.)

- Total ABE spending in 1984 amounted to a per student expenditure of \$120. The comparative expenditure for 1986 was \$132.

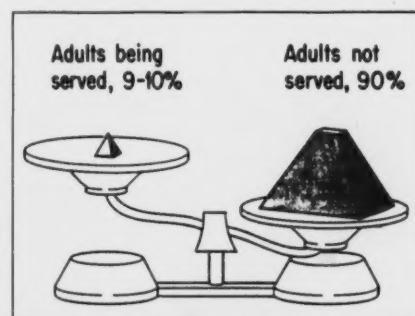
- Despite recent increases in funding, total outlays for ABE over the life of the program have not kept pace with inflation.

In 1986, the total number of ABE administra-

tors, teachers, and paraprofessionals (e.g. bookkeepers, typists, aides) nationally was 113,522. As the following data show, there is extremely heavy reliance on part-time personnel and volunteers in every category.

Fewer than 10 percent of the ABE teaching pool are full-time.

	FT	PT	Vol
	(Paid)		
State-level adm/supv	222	58	33
Local adm/supv	2,389	3,546	1,185
Teachers	7,143	54,623	20,284
Local counselors	841	2,190	312
Local paraprofessionals	1,340	4,334	15,052
Totals	11,935	64,751	36,836



The Voluntary Organizations

The two major voluntary organizations, Literacy Volunteers of America (LVA) and Laubach Literacy Action (LLA), maintain national offices to provide leadership and technical assistance to their memberships and to the field at large. Both have state and local affiliates which provide administrative and instructional services at those levels. Both have a long history of literacy service to the nation. And both have experienced dramatic growth in their service since 1984.

In 1984, LVA was serving 13,000 students with 10,000 tutors in 168 affiliate programs in 31 states. By mid-1987, according to LVA President Jinx Crouch, 30,000 students were being taught by 27,000 volunteers in 250 affiliate programs in 35 states. (During the last six months of 1987, 35 more affiliate operations were established.) It is interesting to note that in 1984 LVA affiliates also had 1,000 volunteers serving in various non-tutoring capacities; by mid-1987 this pool had grown to 4,000. LLA, in 1984, had some 500 affiliate programs in which 30,000 volunteers were tutoring some 42,000 adults in 42 states. According to Executive Director Peter Waite, in 1987 LLA had 750 affiliate programs in which 100,000 adults were being tutored by 68,000 volunteer tutors in 45 states.

Volunteers in non-tutoring roles numbered 4,300 in 1984 and by 1987 had grown to 9,900.

LVA and LLA have both experienced a heavy new demand for technical assistance (e.g. providing guidance and tutor training to their affiliates and, increasingly, to ABE, businesses, and other non-affiliate groups wishing to expand or set up programs). Peter Waite reports that requests to LLA to train tutors has increased as much as 500 percent since 1984. LVA has had to set up a cadre of trained volunteers to travel the country providing technical assistance.

While funding for the LLA and LVA networks has grown, it has been inadequate compared to the rate at which services have expanded. LVA's national budget grew from \$600,000 in 1984 to \$1 million in 1987. Despite an aggressive fundraising campaign, most of LVA's budget increase is due to heavier sale of publications (some 65 percent of LVA's total income) and one-time grants designated for special projects rather than general operating support. Though there are a greater number of programs today, individual budget levels are roughly at the same level as in 1984. The vast majority of local LVA affiliate programs still have annual budgets below \$10,000, with many as low as \$1,500. About 11 percent have budgets of \$10-20,000. The 1987 budgets of the state-level LVA affiliates (there are ten) range between \$30,000 to \$300,000, and sustaining these levels is proving more and more difficult.

LLA fares somewhat better than LVA. Laubach's national-level budget grew from \$1.9 million in 1984 to \$5.5 million in 1987. As with LVA, 65 percent of LLA's national income came from publications sales and one-time grants for special projects. The budgets of local LLA programs are for the most part less than \$5,000 a year, while state offices (there are 17) have budgets ranging from \$500 to, in one case, \$700,000.

The Other Provider Groups

The programs of correctional institutions, community-based organizations, colleges, libraries, churches, refugee and immigrant agencies, and the business community provide a substantial portion of the nation's adult literacy services. In terms of its importance, each deserves its own subheading in this article. But, unfortunately, there is no reliable information available on the numbers of adults served by these groups or on their budget levels in either 1984 or at present. The

(cont'd on p. 6)

SERVICE PROVISION

(cont'd from p. 5)

best that can be said is that in 1984 they were collectively serving perhaps 3 million persons, and anecdotal evidence indicates that service provision has since increased somewhat for most of these groups, especially library-based programs and community-based organizations.*

Additional monies have gone to some of these provider groups, especially job training programs, community-based organizations, and library literacy programs, but, again, there are no reliable figures available on the patterns and overall levels of funding. (One exception is the \$5 million in new funding that has been made available annually to libraries since 1986 through the new Title VI of the Library Services and Construction Act.)

Officials of the various networks of provision do indicate that the television awareness campaigns and other national activities have greatly heightened interest in the special needs of their constituencies, with increased attention being given to making national and state legislation more responsive to these needs. Moreover, the national leadership organizations for each component of provision are pursuing an active agenda to encourage and support program development at the local and state levels.

Facing Up To The Problems

It is sobering to see that for all the gains, we are still at the tip of the pyramid in both services and funding. The harsh reality is that it costs more to provide services these days and the recent growth in funding has been far from adequate. Moreover, hundreds of thousands of students and potential tutors have been put on waiting lists or turned away for lack of resources to serve them. To a very great extent the providers have been able to manage by "running harder and faster."

Among the priority problems facing the field at this point are the following:

- A mood of pessimism is setting in among the providers as they ask how much more they can do without a major infusion of new funding. Many programs and personnel feel that they are dangerously close to burn-out, especially the voluntary groups.

*Note that even the best estimates of enrollment in any component of the adult literacy system are shaky. There is currently no way to adjust for double counting that occurs because students are often enrolled in programs under multiple sponsorship. Moreover, all students are counted the same even though program participation varies from a few hours to a few weeks to a full year.

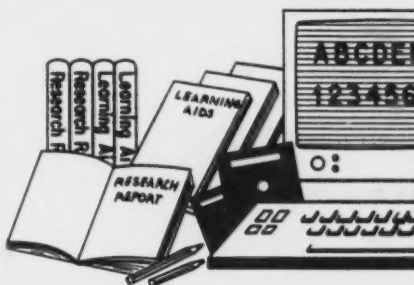
- The new funding provided to the field in the past few years, while important, is only a scant beginning given the scale of the illiteracy problem. Some 90 percent of the adults in need of basic skills help are not yet being reached.

- No one has yet faced the need to address the really important long-term needs, prime among them the following: It is commonly recognized that a far higher degree of professionalism must be brought to the field if instruction is to be effective and to have lasting value. This will take a massive effort to train more qualified teachers and pay them, develop more paid supervisory and management personnel, develop more useful assessment and diagnostic tools, and provide incentives to give full professional stature to the field itself. In his monograph for BCEL in 1985, David Harman estimated that a comprehensive long-term quality effort in these related areas would cost the nation billions of dollars—this to effectively serve about 15 million adult learners. Yet, despite cautionary advice from the experts, reliance on volunteers as a solution continues to grow, even in the ABE program.

- We are in a Catch 22 situation on the funding and policy development fronts. Programs need major new resources now, but state and federal policy development to support that is proceeding very slowly. Moreover, state and local groups providing the service and planning are being called upon to institutionalize their gains, become more accountable, and take a more active hand in policy development. The trouble is that they are already bursting at the seams to meet their current day-to-day responsibilities. It is not clear at present how the needed state-level policy development will get done or by whom, or where the capacity to improve program management and accountability will come from. Neither is it clear how the research needed to support the policy process will get done.

- Relatedly, the entire national effort is just as hampered today as it was in 1984 by the haphazard and fragmented manner in which information about programs, enrollments, funding, and other such important variables is collected. Not only is there no central source attending to this need, but most components of the providing system do not themselves have the capacity to collect such information or to collect it in a useful way. ■

TOOLS OF THE TRADE



Workplace Literacy

1 Adult Literacy: Industry-Based Training Programs examines how each of seven industry-based literacy programs approaches its company's need to upgrade worker skills. The findings should be helpful to business and industry training managers, policy-makers, union officials, and educators in general. Available from the National Center for Research in Vocational Education, Ohio State University, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210, or call 800-848-4815 (or 614-486-3655 within Ohio). Order # RD265C, \$5.25.

2 Adult Literacy: Programs and Practices, a 94-page publication, provides strategies for helping adults learn job-related basic skills. Available from the National Center for Research in Vocational Education (see address in item 1 above). Order # RD565A, \$8.95.

3 Adult Literacy: Skills for the American Workforce examines the nature and extent of illiteracy in the workplace, focusing on worker displacement that will occur unless the labor force is taught how to use new technology and learns how to control product quality. Available from the National Center for Research in Vocational Education (see address in item 1 above). Order # RD265B, \$7.00.

4 Industry-Specific Training Programs: An Overview examines how to plan and design training programs in a particular industry or company. Available from the National Center for Research in Vocational Education (see address in item 1 above). Order # IN314, \$4.85.

5 Dislocation and Adjustment: The Impact On Women and Minority Workers is a new report from the National Committee for Full Employment. It discusses the disproportionate effects of job loss on women and minority workers. It concludes that minority workers are more likely to permanently lose their jobs and that women have greater difficulty sustaining their prior standards of living than males who lose jobs. Copies are available for \$2.00 and a self-addressed envelope from NCFE, Suite 301, 815 Sixteenth Street, NW, Washington, DC 20006.

6 Reducing Urban Unemployment: What Works at the Local Level, a report published by the National League of Cities, discusses the complex nature of urban unemployment and what American cities are doing to address the problem. The book features 21 case studies of local initiatives to reduce unemployment, most of which involve working partnerships. For further information call (202) 626-3000.

7 Dislocated Workers: Local Programs and Outcomes Under the Job Training Partnership Act discusses the characteristics and outcomes of past JTPA projects for dislocated workers. While the services varied considerably, the program mainly provided job placement. Fewer than half of the participants received job skills training and fewer than a quarter received support services. The analysis was prepared to help Congress administer the JTPA program in 1988 and beyond. Available from the U.S. General Accounting Office, PO Box 6015, Gaithersburg, MD 20877.

8 Plant Closings: Limited Advance Notice and Assistance Provided Dislocated Workers studies national layoffs of workers and efforts made to place them in other jobs. The report examines the extent of business closures and permanent layoffs, and finds that few establishments provide adequate advance notice or offer comprehensive assistance. As a result many dislocated workers have trouble finding new jobs. Available from the U.S. General Accounting Office (see item 7 for address).

9 Dislocated Workers: Exemplary Local Projects Under the Job Training Partnership Act describes 80 projects with exemplary outcomes from a national survey of JTPA Title II projects and it looks in detail at the reasons for the success of eight projects. Some common threads for success are extensive knowledge of local labor markets, individualized counseling, personal support, and persistent follow-up. The first five copies of the report are available at no charge and additional copies are \$2.00 each, from the U.S. General Accounting Office (see item 7 for address).

10 Training for Job Literacy Demands: What Research Applies to Practice, a new report written by Larry Mikulecky and Jeanne Ehlinger for the Study of Adult Literacy at Penn State University, examines the nature of literacy in the workplace from several perspectives. The first section reviews a range of job-related reading and writing needs and offers strategies for addressing these needs. The second section looks at the applicability of selected literacy theories to job literacy, and the third part outlines how current research findings can be used to improve job-related basic skills programs. Available for \$5.00 from the Institute for the Study of Adult Literacy, Penn State University, 248 Calder Way, Room 307, University Park, PA 16801 (814) 863-3781.

11 Work Education: Designing Basic Skills Remediation Programs for Youth, published by the Center for Remediation Design, provides guidance to planners of state and local youth employment programs, especially Private Industry Councils, on how to develop basic skills programs in JTPA projects. The report is \$5.00 from the Center for Remediation Design, 1015 15th Street, NW, Suite 600, Washington, DC 20015 (202) 289-2952.

12 Job Training Under the New Federalism by Garry Orfield and Helene Slessarev is a report for the Congressional Subcommittee on Employment Opportunities on the operation of the JTPA. The study, carried out by 26 researchers at the University of Chicago, is the first comprehensive state-by-state assessment of JTPA programs. Copies are \$5.90 each from Garry Orfield, 5828 S. University, Chicago, IL 60637.

13 Literacy Task Analysis: Defining and Measuring Occupational Literacy Demands is a paper prepared in 1985 for the American Educational Research Association Convention in Chicago by Larry Mikulecky of Indiana University. It discusses the

gaps between literacy demands in the schools and the workplace with a detailed analysis of the latter. Mikulecky looks at techniques for analyzing jobs to determine the key tasks performed and the competencies needed for each job. He also looks at screening procedures and strategies for improving worker performance. The paper is available from the National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

14 Partnerships in Maryland to Reduce Adult Illiteracy, a report developed by Shirley Fox of the National Institute for Work and Learning, reviews a broad range of collaborative efforts in adult basic skills taking place among employers and literacy providers throughout Maryland. It also gives practical advice on how to start such partnerships. Available from Office of Literacy Services, Division of Instruction, Adult & Community Education Branch, State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201 (301) 333-2175.

15 Let ABE Do It: Basic Education in the Workplace, published by the American Association for Adult and Continuing Education and edited by Jorie Lester Mark, is the third edition of a 94-page guidebook to basic skills training in the workplace. It highlights business, industry, union, and JTPA-supported efforts to provide public and private-sector employees with the basic skills they need to perform and advance on the job. The guide contains detailed descriptions of employee education programs submitted by 29 state directors of adult education. Available for \$5.75 from AAACE, 1112 16th Street, NW, Suite 420, Washington, DC 20036.

National Policy Development

16 Enhancing Adult Literacy: A Policy Guide, recently issued by the Council of State Policy and Planning Agencies, analyzes and discusses the role of state governments in addressing adult basic skills problems. It offers practical advice for governors and state officials in two broad areas: defining and measuring literacy and providing a framework for designing gubernatorial policy. Available from CSPPA, Hall of the States, 400 N. Capitol Street, Suite 291, Washington, DC 20001 (202) 624-5386.

17 Adult Literacy Education in the United States was published in 1987 by the International Reading Association. It reviews the problems, failures, and achievements of American adult literacy education, examining each decade from 1900 to the present. It shows how educators came to realize how complicated literacy problems are, how closely instruction must be connected to both economic and social problems, and how important it is to relate instruction and programs to the realities and needs of people's lives. Available from the International Reading Association, 800 Barksdale Road, Newark, DE 19711.

Curriculum/Program Development

18 ESL For Action: Problem Posing at Work, by Elsa Auerbach and Nina Wallerstein, and **May I Help You: Learning How to Interact With the Public**, by Heide Wrigley, are part of the Addison-Wesley Publishing Company's series titled *English for the Workplace*. The first is a two-part publication, one a teacher's guide and the other a student workbook, which takes a problem-solving approach to learning English and thinking skills as they relate to worksite settings and ESL classes. The second publication is a

student workbook which teaches the kind of English used in hotels, motels, fast-food outlets, and other places of service employment. It is designed to help ESL speakers better respond to requests for information, deal with mistakes and complaints, and understand what customers want. The publications are available from Addison-Wesley's customer service # 1-800-447-2226.

19 Real-Life English is a competency-based ESL program for adults at four different skills levels. Each level contains a student textbook, a teacher's edition, and a workbook. Instructional material is presented in 10 different content areas, such as personal communication, employment, health care, and shopping. Available from Steck-Vaughn, 3520 Executive Center Drive, Suite 300, Travis Building, Austin, TX 78731 (512) 343-8227.

20 Learner Participation Practices in Adult Literacy Efforts in the U.S., a dissertation thesis by Paul Jurmo of the Business Council for Effective Literacy, discusses the importance and advantages of involving learners directly in the planning, teaching, and management of literacy programs. Copies can be ordered from Dissertation Abstracts, 300 N. Zeeb Road, Ann Arbor, MI 48106 (800) 521-0600.

21 IN PRINT: Beginning Literacy Through Cultural Awareness, by Lynell Long and Janet Spiegel-Podnecky, is a beginning textbook for immigrants and limited-English speakers. It is designed to encourage ESL students to use their own lives and cultures as the context for learning to read and write. It comes with a teacher's guide and is available from Addison-Wesley Publishing Company, World Language Division, Reading, MA 01867 (800) 223-3323.

22 Literacy Action: A Resource Book for Colleges and Universities, by Louisa Meacham of the Campus Outreach Opportunity League with Beverly Schwartzberg of Campus Compact, is a resource and information guide for students, faculty, administrators, and staff at colleges and universities. The book reviews how higher education can work with public and community groups to foster literacy and contains profiles of literacy programs at 12 colleges as well as selected essays by such authors as Jonathan Kozol and David Harman. Contact Louisa Meacham, COOL Literacy, 810 18th Street, NW, Suite 705, Washington, DC 20006 (202) 783-1582.

23 Expressways by William Bliss and Steven Molinsky is a series of ESL publications covering three levels of instruction. The series includes student coursebooks, companion workbooks, guidebooks, picture cards for use in lower-level instruction, cassette tapes to accompany the coursebooks, and placement and achievement testing tools to evaluate student progress. Instruction is goal-oriented according to the real-life needs of individuals, with emphasis on actual student practice in the use of functional English. To review the series contact Prentice-Hall, College Operations Department, Englewood Cliffs, NJ 07632.

24 Communicating Survival is a video series developed by Arlington Community Television to teach immigrants and refugees about vital public services. Each of six different 15-minute programs is available in English, Spanish, Vietnamese, Khmer, Lao, and Farsi, with the exception of "The New Immigration Law" which is available only in Spanish. A preview tape can be viewed at no cost for up to 30 days. To order a 3/4" tape (\$65) or a 1/2" VHS or Beta tape (\$40), send a check to Arlington Community Television, 3401 N. Fairfax Drive, Suite 300, Arlington, VA 22201 (703) 524-2388.

STATE PLANNING UPDATE



A key goal of national adult literacy leadership organizations since 1984 has been to foster the development of comprehensive planning and coordinating mechanisms in all of the states. Many states have responded to this challenge, the majority, according to a July 1987 survey by the State Literacy Initiatives Network (SLIN), citing the PLUS campaign as an especially powerful catalytic force. [Note: SLIN is an informal organization of national and state literacy leaders formed to assist state policy development and planning.]

A tally taken by BCEL last October found that three-fifths of the states now have, in some form, a statewide adult literacy planning body. In addition, at least 20 states operate toll-free literacy hotlines, and some 18 major cities have citywide planning mechanisms. Clearly, the nation has made a quantum leap forward in a very short time.

However, the Council of State Policy & Planning Agencies (in *Enhancing Adult Literacy: A Policy Guide*, 1987), the aforementioned SLIN survey, and a report about to be issued by the Education Commission of the States (*Solutions in Progress: Results of a Survey of Literacy Programs and Practices*) all point to a number of characteristics and problems which need to be recognized and addressed:

- The purposes and achievements of the various state planning groups vary widely, with most still working to find their way and define their agendas. Most efforts are still at the stage of building public awareness, identifying services available in their states, and building coordination and communication among provider groups and between the provider groups and public agencies. While these are appropriate first priorities for new planning groups, the increasingly urgent need of service providers for major new fund-

ing is not likely to be met in more than haphazard fashion until systematic attention is given to the policy development activities needed for legislative action. Yet few state planning groups now have the capacity or structure for policy development. The Council of State Policy & Planning Agencies has concluded that the main responsibility must rest with governors and their staffs.

- Most state planning groups have not yet established ongoing mechanisms for assessing the particular groups and communities in need of basic skills help, making it hard to effectively target resources, develop new services, and refer adults to suitable programs. The Education Commission of the States reports that only a third of the states responding to its survey have conducted assessments for their states as a whole and only 15 percent have attempted to assess the needs of special populations such as the unemployed, immigrants, and prisoners.

- There is great variation in the way states define "literacy" and count the number of adults with literacy problems. Most still use grade- and high-school completion data for these purposes though research has found that to be inappropriate. Lack of a common reference point and of comparability in data hampers the planning and policy development process at all levels and represents one of the most important next challenges in the field.

- In some states, rivalries among the providers and between provider-led coalitions and governmental agencies stand in the way of needed coordination and effective planning. (In general, the strongest, most effective, and most widely representative efforts tend to be those established or visibly supported by governors, governors' wives, governors' offices, or other high-level political officials—as in Minnesota, Illinois, and Virginia.)

- Most states have not developed plans for drawing the business community into their work. Illinois, Virginia, and Massachusetts are among the handful of states with strong plans or established mechanisms for doing this.

- The vast majority of groups are operating on soft money (more than one-third with special start-up funding provided by the Gannett Foundation). Like service provider groups across the country most are also forced to rely heavily on unpaid volunteer help. There is great concern among national leaders and in-

deed among the state planning groups themselves about how their activities will be further developed, institutionalized, and adequately funded and staffed into the future. Most experts agree that the basic responsibility for meeting this set of needs must rest with state government, although some provision would also be helpful in the federal literacy legislation.

Apart from steps that must be taken to support current planning efforts, it is important to note that many states are still without any organized activity (though most of these have at least designated a key contact person for literacy, usually based in the department of education). Exploratory steps are being taken by some of these states and may result in new groups being set up, but as of this writing nearly two-fifths have not yet taken major action. According to SLIN, the reasons are quite varied. In some, state revenues are being cut and the timing is wrong. In others, political changes have caused a loss in momentum, or no one has taken the leadership, or the governor is not interested.

(For more information on the publications and activities of the State Literacy Initiatives Network, call 612-893-7661. The CSPPA publication is available from CSPPA, Hall of the States, 400 N. Capitol Street, Washington, DC 20001. The Education Commission of the States survey report will soon be available for \$2 from ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295, Order # AL-87-2E.)

GLOVES OFF AT KATHARINE GIBBS



Once when the only respectable jobs available to women were teachers, nurses, and secretaries, the cream of the secretarial crop applied to Katharine Gibbs, a kind of "finishing school" for young women who came from some of the finest colleges in the country. Founded in 1911 by Katharine Ryan Gibbs and her sister, the former a widow supporting two children, the enterprise began in

a two-room school in Providence, R.I. From the beginning, Katharine Gibbs revolutionized business education by training women to be "secretaries" rather than "typewriters" (as typists were originally called) or "stenographers." Gibbs students were trained in the cultural arts, as well as typing and shorthand. Soon schools sprang up in Boston and New York and they continued to flourish over the years. Katharine Gibbs secretaries were in great demand. They could be counted on to type and spell perfectly, to maintain poise and dignity, to dress with propriety, to keep books, and even to write their own correspondence. The ultimate symbol of the Gibbs "girl" was the white gloves she was required to wear.

For anyone who still retains this Norman Rockwell image of genteel Americana, let us note at once that while standards at Katharine Gibbs are as high as ever, the white gloves came off a long time ago. Instead, shirt sleeves were rolled up and the schools moved aggressively to tackle a whole new generation of workers, the changing office environment, and the urgent new needs of employers. Now owned by Macmillan, Inc., Katharine Gibbs is run by Eleanor Vreeland (who began her own career as a secretary). She oversees 11 schools along the Northeast corridor that provide a broad range of services to the business community.

The curriculum has changed and expanded dramatically. For one thing, most students now speak English as a second language, so extra time and meticulous attention are given to basic English grammar and writing skills. Students are taught to operate computers and other electronic office equipment, to use correct telephone procedures, and even advised on how to dress by a special fashion consultant. In addition to a one- and two-year secretarial program, there are numerous evening courses such as the Legal Assistant Program, the Travel and Conference Program, and Options Plus, a course that runs 25-34 weeks for adults who want to change careers or return to the job market. The school boasts a 90 percent retention rate and all graduates are placed in jobs, many moving on to higher positions.

But this is only one part of the story. Gibbs is also putting its 75 years of experience to work directly for the business community through its Gibbs Training Services, a relatively new division that offers custom-designed, on-site seminars specially geared to support staff needs. "Training and development has been a concept largely reserved for middle and senior managers," observes President

Vreeland. "Now we're seeing employers respond to the severe shortage of properly trained secretaries by upgrading in-house training as well as encouraging secretaries to participate in professional seminars."

Last October, 58 major companies including IBM, Bristol-Myers, E.F. Hutton, and NBC-TV attended a Gibbs meeting to discuss their problems. The complaints echoed the newspaper headlines—a critical shortage of qualified high school graduates to hire for entry-level jobs; the inability of staff to keep up with new technology and procedures; poor verbal and written skills; more demanding secretarial job descriptions and so forth. To meet these needs, Gibbs Seminars give support staff short-term staff training based on specific English core curricula developed by the school. Each seminar is limited to 20 participants and focuses on such topics as effective writing and business communications. A Gibbs representative visits the company, discusses its needs, reviews all written material and technical terminology, and tests all candidates for the program individually to determine their basic skills level.

The subsequent program is then specifically matched to a company's needs. In 1984, for example, 150 entry-level employees of a large New York City bank met over a 12-day period for intensive training. Since then the bank has kept this as part of its regular training program and twice a year all new employees are required to attend the sessions. An assessment of their progress is included in their annual review. Gibbs also considers oral communications vital and has just developed a program for a large New York hospital where these skills can be a matter of life and death. Staff must learn to talk calmly, record and relay information correctly, take patient histories, discuss billing problems, and perform many other tasks.

Katharine Gibbs has moved with the times. But as President Vreeland says, "sometimes the best way to move forward is to return to the basics and a solid knowledge of office skills is the essential starting point in achieving higher productivity."

(For further information contact Bob Bioella, Katharine Gibbs School, 866 Third Avenue, New York, NY 10022 (212) 702-3455.)

WHAT A LITTLE MONEY CAN BUY

Neighborhood literacy programs operate on the front lines to help people read, write, and otherwise improve their lives. The typical setting is not glamorous, the approach is basic and direct, and when they go "shopping" for anything from nuts and bolts to computers or tutors, they make every penny and every donation count. Here are a few examples of what a gift of money to such a program can buy:

\$100 will provide:

- 5 magazine subscriptions for a reading room;
- Half a month of heat;
- 16-20 packages of photocopy paper;
- A set of reference books or several maps and a globe or four good dictionaries;
- Cleaning supplies for several months.

\$500 will pay for:

- 500 used paperbacks for the reading room, or an encyclopedia;
- Telephone bills for 3-4 months;
- 5 standard blackboards for classes;
- Moving costs for donated furniture and equipment;
- One or more student field trips;
- 5 good tape recorders with tapes and headphones.

\$1,000 will cover:

- The design and printing costs for 150 recruitment posters, or the printing costs of 100 lesson books;
- Creation of a basic literacy library for low-level readers;
- 4 regular typewriters or one electronic typewriter;
- A fresh coat of paint for an entire center;
- The cost of sending staff members to seminars and conferences;
- A portable display for the program's seminars and fairs.

\$5,000 will pay for:

- Short-term consultants to help with program evaluation and management development;
- Furniture for an entire center;
- Accounting services for two years;
- Tutor training for 100 literacy volunteers;
- A statewide 800 hotline for one year;
- 50 sets of Laubach readers with phonics included;
- One personal computer and printer with supporting software for program management or instruction;
- A major literacy event such as an annual meeting or corporate breakfast.

\$10,000 will cover:

- The salary of a part-time instructor for one year;
- Production of a promotional video, or development and placement of media recruitment ads;
- A part-time director of a program in a rural community;
- A van for transportation;
- Childcare costs in three learning centers for one year.

CORPORATE LITERACY ACTION

DOMINO'S PIZZA

As part of a series of workplace literacy grants made last July by the U.S. Department of Labor, Domino's Pizza Distribution Corporation received \$150,000. Headquartered in Ann Arbor, Michigan, Domino's is a nationwide chain of 4,000 pizza stores. The company will use its grant to develop a pilot program for 150 current production employees using interactive videodisks to improve reading and math skills while teaching how to make pizza dough. "The basic idea is [that] you need to understand the words and grammar used where you work every day," says Jeff DeGraff, Domino's national director of communications and education. "That's where literacy is most important and that can be a framework for expanding your skills."

In 1986 Domino's launched a program of certification to upgrade the quality and consistency of its pizza dough. This involves an extensive course on doughmaking which all production workers must pass within 90 days of hiring as a condition of employment. Furthermore, Domino's favors advancement from within. But this is not possible when workers cannot read, do simple math computations, or convey written messages. The basic skills problem at Domino's is further compounded because the company hires a number of foreign employees and Spanish-speaking people from the Southwest and West. The company hopes the new program will upgrade the skills of these employees and make them more promotable.

The interactive videodisks, which combine computers with a television-like display screen, have been programmed to diagnose the skills level of individual employees and to select the appropriate level of instruction for each one. Reading and math instruction ranges from 6th- to 12th-grade levels. The program moves from preliminary basic skills to job-specific skills training. To improve reading skills, the disk will slip new words into a familiar context, introduce familiar concepts at new levels, and reframe learned information in different ways. For those who fail to learn the new material, the program will loop back a half step or so and begin the training again. The videodisk will also contain important information that the employees should know. W. Robert Schneiders, President of Educational Data Systems, Inc.,



"Vincent Van Dough" Stars in Domino Pizza Training Videos

a Dearborn, Michigan firm collaborating on the program, notes that "when we put training on a disk, we can show the explosion if you turn up the oven and throw in a bucket of water. We will let you push the wrong button. Then we can give you a sum of the damage you caused when you complete the program."

The pilot phase of the program is expected to take about six months. A university will be chosen to monitor the results to let the Department of Labor know how well people learn from the technology, how they like this form of learning as contrasted to a largely print format, and what the retention rate is. Once the program has been fully tested and refined, Domino's plans to use it to reach as many as 50,000 individuals in its 4,000 stores around the country. It also hopes to make some components available to other businesses for a nominal fee.

Domino's sees this project as only the first step in an entire literacy campaign. Several new certification programs in the areas of warehousing, purchasing, office services, and sales are also being developed with the hope that the DOL-funded program will be a prototype.

(For further information contact Jeff DeGraff, Director of Communications & Education, Domino's Pizza Distribution Corporation, 30 Frank Lloyd Wright Drive, PO Box 970, Ann Arbor, MI 48106 (313) 663-6300.)

THE GANNETT FOUNDATION

The Gannett Foundation is a unique and major presence in the adult literacy field. Since it launched its first activities in 1985, Gannett has made 339 grants totaling some \$4 million to help adults learn to read and write. In 1987 alone, 77 grants were made for a broad range of adult literacy projects. Gannett has given funds to a variety of organizations in every state of the country as well as Puerto Rico and Canada. It not only has been a major funding source, but also has played an important national leadership role, addressing many vital

needs in the literacy field by donating major professional staff time. Gannett has helped voluntary and community-based organizations, led the way in the development of computers for adult basic skills instruction, and promoted state leadership and planning efforts. It is currently looking at ways to solidify the accomplishments and activities it has generated and will keep literacy as a priority on its agenda for at least the next three years.

Of the 339 grants made so far, 22 were over \$50,000. Of these, actions totaling \$1.5 million have gone to support and develop statewide planning and coordination efforts in 13 states (IL, IN, ME, MA, MN, NV, OR, PA, PR, RI, TN, TX, and WA). Among special literacy needs targeted by these states are bilingual education, instruction in remote rural regions, reducing social and economic barriers for adults wanting help, and learning disabilities. An additional \$1 million in grants for state planning will be made in 1988.

Another group of grants has supported the development of computer-related learning projects. Gannett sponsored the first national invitational conference on this subject two years ago in Minnesota and then granted \$200,000 to the Institute for the Study of Adult Literacy at Pennsylvania State University to head a nationwide project to promote the use of technology in adult literacy programs.

Some 317 grants under \$50,000 also have been made to a variety of local voluntary and community-based programs for a wide range of developmental purposes—e.g. providing salaries for part-time personnel, developing and purchasing books and teaching materials, recruiting tutors, developing ESL services, creating links with other programs, and supporting computer-assisted learning.

(For further information contact Christy Bulkeley, Vice President, Gannett Foundation, Lincoln Tower, Rochester, NY 14604 (716) 262-3315.)

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND ASSISTANCE

Recent contributors to the Business Council for Effective Literacy are the Bell & Howell Foundation, Bill Communications, the Chrysler Corporation Fund, the Davis Foundation, Dow Jones, Dun & Bradstreet, the Flom Family Philanthropic Fund, the Ford Motor Company, the Foster-Davis Foundation, Lazard Freres & Company, Gannett Foundation, Goodyear Tire & Rubber Company, Household International, Morgan Stanley & Company, RJR/Nabisco, Inc., Philip Morris, Primerica Corporation, and Time Inc.

Bell of Pennsylvania Yellow Pages recently contributed \$5,000 to the Philadelphia Mayor's Commission on Literacy.

A public affairs manager for the company is a member of the Commission. Public relations firm **Adams & Braverman** designed and printed a literacy-awareness poster which was used by the Commission in its recent appeals to the local business community.

Bolger Publications recently renewed its support for the Minnesota Literacy Council with a \$3,000 donation. These funds came largely from contributions from the company's 100 employees.

Chicago Tribune Charities' 1986 grants to literacy organizations totalled \$192,699. Of that amount, \$75,000 went specifically to programs serving adults, and the remainder went to programs for youth and children.

Columbia Steel Casting; Hill, Huston, Ferris and Walker; Pacific Northwest Bell; Pihlas, Schmidt and Westerthal; Powell's Book Stores; Tektronix; and U.S. National Bank are represented on the board of Oregon Literacy.

A reporter/editor for **The Elkhart (IN) Truth** newspaper serves on the board of the Literacy Network of Elkhart County and edits the Network's newsletter.

General Dynamics, Johnson & Johnson, K Mart, and Nabisco each donated \$50,000 to the CONTACT Literacy Center's national hotline in 1987. **Wal-Mart** made a contribution to the Center as well.

General Telephone Northwest and Scott Paper Company have made financial contributions to Everett (WA) Community College to support its basic skills educational services.

IBM Corporation and The Virginia Literacy Foundation have each contributed \$1,000 to the Virginia Literacy Coalition to support the Coalition's tutor training workshop.

Levi Strauss' Community Involvement Team recently donated nearly \$11,200 to the literacy efforts of the JTPA program in Carter County, TN.

The Mountain Bell Foundation in October donated \$875 to the Colorado Springs Coalition for Adult Literacy to support the Coalition's telephone hotline operation. The local chapter of the **Zonta Club**, a worldwide organization of 35,000 women executive, donated \$4,332 to the Coalition, which was raised by raffling a donated 1975 Mercedes-Benz.

Pacific Northwest Bell contributed \$100 to the Literacy Council of Kitsap (WA) to provide prizes to high school students participating in a literacy-awareness poster contest.

The Philadelphia Inquirer and Daily News sent two columnists to participate in an October "duel of wits" fundraising event sponsored by the **Sun Company** on behalf of the city's Center for Literacy. Original drawings by two of the newspapers' political cartoonists were auctioned for the event as well. A representative from **John Wanamaker**, who serves as a CFL trustee, arranged to have entertainer Leslie Uggams record PSAs on behalf of CFL when she was in town making an appearance at the department store.

The Reader's Digest Foundation has made a major start-up grant to enable the American Reading Council to begin national dissemination of the community-based literacy education model it developed for children and adults in low-income sections of New York City.

The Rotary Club of Upper Darby awarded \$1,000 to the Delaware County (PA) Literacy Council at a ceremony which featured a speaker from **Seafood Shanties**. The meeting was organized by a representative of **Spawn Designs**.

Sundstrand Corporation has supported the work of the Rockford (IL) Area Literacy Council by participating on the board, providing in-kind services, and making grants totaling \$15,000 over the past three years.

Time Inc. has now expanded its "Time to Read" tutorial program to a total of 21 sites in 11 states. In these sites, employees of

Time subsidiaries collaborate with community agencies to tutor adults and youth, using Time's publications as teaching materials. A number of other companies are now joining these Time-community partnerships. In Chicago, **Budget Rent-A-Car, Bayer Bess Vanderwerker & Flynn, DDB/Needham, Grant/Jacoby, IOC Services, Leo Burnett, Ogilvy & Mather, Good Housekeeping, Crain's Chicago Business, and House and Garden** collaborate with the Off-the-Street Club using *Fortune* magazine. In Houston, employees from **Xerox Corporation and The Houston Chronicle** tutor students at the George I. Sanchez Senior High School. In Kansas City (MO), **Xerox Corporation** employees are tutoring high school students at the Guadalupe Center and at a local Xerox office. In Muncie (IN), employees from **Broadart and C.A. Reed Company** tutor women in the state correctional facility. In Oakland (CA), employees from **Kaiser Permanente Health Plan, The Oakland Tribune, Pacific Gas & Electric Company, Freiden Alcatel Postage Machines, and Wells Fargo** tutor local junior and senior high school students in a program funded in part by **Xerox**. In Orlando (FL), employees of **Cablevision of Central Florida** tutor senior citizens in the town of Eatonville.

United Technologies has awarded a three-year grant of \$75,000 to Literacy Volunteers of America to support the establishment of a regional office in Atlanta to coordinate LVA's efforts in nine southeastern states.

The Women's National Book Association, Washington EdPress, and Women in Communications donated the proceeds from their annual Holiday Booksale to area literacy organizations. **Harcourt Brace Jovanovich** was among 40 print-related companies which donated products for the event.

PLANNING, AWARENESS, AND RESEARCH

Abbott Laboratories, Capital Cities/ABC, Central Illinois Public Service Company, Chicago Tribune Charities, Deere and Company, The Field Corporation Fund, Heath Candy Company, Joliet Herald News, Kelly-Springfield Tire Company, Northern Trust Company, Quality Books Inc., R.J.R./Nabisco, Rockford Chamber of Commerce, Schrock/W.C.I. Cabinet Group, Sears, Roebuck and Company, and World Book Inc. are represented on the Business and Labor Literacy Advisory Committee of the Illinois Literacy Council. Participating labor organizations include the **Allied Industrial Workers, American Federation of State, County, and Municipal Employees, Confectionery and Tobacco Workers, Electrical Workers Union, Firemen and Oilers Union, Graphic Communications Union, Hispanic American Labor Council, Hotel and Restaurant Employees Union, International Brotherhood of Boilermakers, Machinists Union, Services Employees, Sheet Metal Workers Union, Teamsters Union, United Auto Workers, United Food and Commercial Workers Union, United Mine Workers, United Rubber Workers, and United Steel Workers.**

The Bakersfield Californian has made financial contributions to the local Kern Adult Literacy Council and has offered free subscriptions to learners completing the Council's program.

Representatives of **Duke Power Company, First Union National Bank, and IBM Corporation** testified at a November regional hearing of the House Subcommittee of Science, Research, and Technology, titled "Scientific and Technical Literacy in the Workforce."

The Durham (NC) Morning Herald and the local Volunteer Services Bureau recently awarded one of its Volunteer of the Year awards to a Durham resident for her work with the literacy programs of the Yales Baptist Association and the North Carolina Literacy Association.

In an editorial in its September/October issue of *Outlook* magazine, the **Federal Home Loan Bank System** encouraged U.S. savings and loans associations to get involved in literacy.

The Greater San Diego Chamber of Commerce and the San Diego Council on Literacy co-hosted an October 16th business breakfast titled "Creating a More Competitive Workforce." **San Diego Gas & Electric, San Diego National Bank, Great American First Savings Bank, The San Diego Union, Pacific Bell, San Diego County McDonald's Restaurants, and KGTV** served as conference sponsors. The **Sheraton Grand Hotel** donated accommodations for guest speaker James Duffy of **ABC, A Time Inc.** cable television station videotaped the event for future broadcast. Attendees heard a successful local businessman talk about his life as a nonreader. And the local **ABC** affiliate and **The San Diego Union** provided in-depth news coverage of the event.

Gregory Forest Products, The Leckenby Company, Polaroid Corporation, and The Seattle Times were represented by panelists at a November business conference in Seattle, titled "Literacy for a More Productive Workforce." The conference was hosted by Governor Gardner and the Washington Coalition for Adult Literacy. Participating in the planning of the conference were representatives of **The Boeing Company, Weyerhaeuser, Pacific Northwest Bell, Safeco, Warncom, and Xerox**. **Boeing** helped arrange for the event to be held at the Museum of Flight which is adjacent to the company's facilities.

The Indiana Chamber of Commerce and the Private Sector Linkages Committee of the Indiana Adult Literacy Coalition sponsored a September business conference in Indianapolis, titled "Workplace Literacy, Productivity and Competitiveness." Officials of **Lincoln National Corporation and Dana Corporation** spoke at the conference.

The CEO of **Island Heritage Publications** now serves as the chair of the Governor's Council for Literacy in Hawaii.

The Milwaukee Journal, Chicago Tribune Charities, and Rockford (IL) Chamber of Commerce were represented by speakers at "Literacy for Citizenship and Employment," a December literacy conference sponsored by the Milwaukee Public Library and the Milwaukee Area Technical College.

Newsweek ran an article on workplace literacy in its September 21st issue.

The **Scripps-Howard** chain keeps its member newspapers informed about the literacy issue through regular coverage in its **Scripps Howard News** magazine.

South Central Bell Telephone, The Gannett Foundation, and Steck Vaughn Book Company were corporate sponsors of "Strengthening Partnerships for Literacy," the second annual Mississippi Governor's Statewide Adult Literacy Conference. This September event featured speakers from **Hercules Corporation and IBM Corporation**.

Southwestern Bell Telephone and IBM Corporation now have representatives serving on the steering committee of the Literacy Connection, a literacy coalition in southwestern Missouri.

The Wall Street Journal provided front-page coverage to workplace literacy in its September 28th issue.

EMPLOYEE BASIC SKILLS PROGRAMS

Baltimore Gas & Electric operates a basic skills program for its employees in collaboration with the Maryland ABE program. A company representative described the program in a session on business/adult-education partnerships at the national conference of the American Association for Adult and Continuing Education held in Washington in October.

Brown-Wooten Mills, Kentucky Derby Hosiery Company, Rentro Corporation, and Spencer's Inc. are providing remedial education to employees in collaboration with the Surry County (NC) Literacy Council. The Council's curriculum combines the Laubach method and Time Inc.'s "Time to Read" tutoring program.

NOTES ON THE ROLE OF BUSINESS

BCEL is often asked how much business funding is now going into the adult literacy field and how many companies are providing direct financial or in-kind help to the field. There is no systematic way to collect such information, so solid estimates are not possible. But the following two indicators shed some light on these questions.

Each issue of the BCEL newsletter over the past four years has highlighted one or more major new corporate programs in adult literacy—those that have taken a national or regional leadership role, making substantial ongoing commitments of both money and professional staff time. The Gannett Foundation, B. Dalton Bookseller, Time Inc., and the Chicago Tribune Charities are the most notable examples. These programs collectively provided somewhere in the neighborhood of \$10 million in new funding and services for the field between 1984 and 1987.

Each of our newsletters also has reported on dozens of companies that have given grants and in-kind help to literacy groups in their states and local communities; joined or initiated local or state planning activities; funded research; sponsored local, state, or national awareness events; and developed basic skills programs for their own employees.

In number and variety, such corporate actions have definitely grown since 1984, to the point where there is seldom newsletter space to report them all:

- More than 800 corporate actions were reported by BCEL through 1987 (not including the major ongoing national/regional programs cited above).

- Of these actions, about 65 percent were in the forms of grants and/or in-kind help to local and state literacy programs. Some 26 percent were in the areas of planning, research, and awareness. And 9 percent were for company-sponsored employee basic skills programs.

- The majority of the entries were for one-time actions, but about four dozen companies had multiple listings for actions taken at different times and in different places. Among these were Aetna Life & Casualty, Alcoa, American Express, Amoco, ARA Services, Arco, Ashland Oil, AT&T, Bank of Boston, Bell-South, Blue Cross, Cigna Corporation, Digital Equipment, Equitable Life Assurance, Ford Motor Company, General Electric, Grumman, Honeywell, IBM, K Mart, McDonald's, Mellon Bank, Nabisco, New York Life Insurance, JCPenney, Primerica (formerly American Can), Reader's Digest, Sears Roebuck, Times-Mirror, Wal-Mart, and Xerox.

Another measure of growth in business involvement is BCEL's own fund-raising experience. BCEL began operation in late 1983 with an individual start-up grant from its founder. A year later, as a public charity, we began to build our fund development program. Our goal was to gradually cover our operations with ongoing annual support from the business community. Steady progress has been made toward this goal; between 1984

and 1987 BCEL received 128 grants from 78 different sources, the majority businesses and corporations.

- Six grants were received in 1984, 22 in 1985, 42 in 1986, and 58 in 1987.

- Thirty corporations/businesses have given annual grants for two years or more.

- Corporate grants have ranged in amount from \$500 to one at \$50,000. Of all grants received, 22 were \$10,000 or more.

- Some 40 percent of our grantors have been print and print-related companies. Among the other 60 percent have been manufacturers (11 percent), banks and financial institutions (9 percent), communications companies (6 percent), and oil and insurance companies (2 percent each).

- Of the total funds received from corporate sources, about 33 percent has been provided by large communications companies. Print and print-related groups have given 27 percent, manufacturing companies 12 percent, banks and financial institutions 10 percent, oil companies 9 percent, insurance companies 1 percent, and others 8 percent.

The above indicators suggest that all sectors of the business community and groups of all size are getting involved. And, of course, there is much local and state business activity of which BCEL has no direct knowledge.

But the other side of the coin is that there are more than 4 million businesses and corporations in the U.S., 210,000 of them employing more than 500 persons each. So there is still a very long way to go.

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N. Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

I urge your attention to our feature article on workplace literacy. Activities to address this major aspect of the adult literacy problem are definitely on the increase. While significant attention is being given to workplace illiteracy by public and private-sector groups of all kinds and at all levels, some of the most varied and exciting work is taking place at the state level as the examples given in our article will show.

It is encouraging to note that much of this new activity reflects a better understanding that there are no quick fixes to the problem of illiteracy and that workforce basic skills instruction, to be effective and have lasting value, should meet the needs of both individuals and businesses. It is also encouraging that businesses themselves are increasingly taking a longer-term view and a more active role in the literacy affairs of their states. And it is worthy of special note that much of the new activity is recognizing illiteracy not just as an educational problem to be dealt with in isolation, but as a complex problem of human resource development which bears directly on the nation's productivity and future economic competitiveness.

I also urge you to read the short article on literacy as a key to legal status for recent immigrants and refugees. It deals with implementing the education requirements of the new immigration law. We face urgent time deadlines and major service and funding problems. You of the business community can really help in this situation by making sure that your employees who have temporary resident status under the new law are made fully aware of the education requirements for citizenship. In addition, business could offer instructional programs for immigrant employees and their families, and urge other employees to volunteer as tutors in local ESL programs. Local literacy groups also need special funding. And I would also urge business executives to speak out on the importance of more public funding for the educational programs and training needed to make the legalization program work.

**APPROACHING
WORKFORCE LITERACY**



Cigarmaking In A Shop, 1873, Practical Magazine

In the 19th Century numerous jobs did not require reading or writing. The three men pictured above could roll cigars all day long without ever having to do either. This doesn't mean that they didn't appreciate reading or follow the latest news. On the contrary, those employees who could read regularly took an hour or so out of their workday to read aloud to their coworkers from newspapers, magazines, and books. To make sure that the reader did not lose part of his salary, each of the other men gave him a supply of finished cigars in exchange for his services. And all the men contributed to a fund for purchasing new reading materials.

Today, the role of reading in the workplace is a much more complicated matter. Profound changes in the structure of the workplace and in the nature of jobs now makes reading, writing, and other communications skills vital to the performance of even entry-level jobs. Research done at Indiana University has found that some 70 percent of the reading material in a cross section of jobs nationally is now between 9th-grade and 12th-grade difficulty (some 15 percent is even higher)—and it is likely that the job and social requirements for literacy will increase even more in the years ahead. The trouble is that massive numbers of present and future workers have only minimal or marginal proficiency in the basic skills.

It is estimated that some 90 percent of the workforce in 1990 and some 75 percent in the year 2000 will be made up of adults in the workforce now. Yet recent research suggests that as many as one of every eight current employees reads at no more than a 4th-grade level, and that one out of five only to 8th-grade level. This translates into about 14 million and 23 million workers respectively. And adding displaced workers and others in the pool of unemployed persons would swell the numbers substantially. Most experts stress that the problem will get even worse as the labor pool itself continues to change—with members of minority

groups, school dropouts, and refugees and immigrants making up an increasing portion of that pool.

Both public and private organizations are beginning to recognize the urgency of this situation and the difficult challenge it represents for the nation. Among others, the U.S. Department of Labor, the National Governors' Association, and the Council of State Policy & Planning Agencies have all issued major reports on the subject in the last year. Numerous groups, including the Education Commission of the States, the National Association of Private Industry Councils, the American Association for Adult and Continuing Education, and the National Alliance of Business are planning conferences, roundtables, or other events this year to examine workforce illiteracy. And last December, as part of the new funding appropriated for the federal Adult Basic Education program, Congress for the first time set aside \$9.6 million for national demonstration projects in workforce literacy, with the funding to be available in the program year beginning in July.

Some of the most significant new planning and thinking on workforce literacy is occurring at the state level. To illustrate the varied forms that such initiatives can take, the approaches being taken in Massachusetts, Illinois, and New York are described below.

**Massachusetts Workforce
Literacy Plan**

One of the most wide-ranging and comprehensive plans developed to date, the Massachusetts Workforce Literacy Plan was developed at the request of Governor Dukakis by a team of literacy experts, government and education agencies, and labor and business leaders. The plan proposes to expand the number of adults served by the state's literacy system from 45,000 to 100,000 annually over a three-year period. Initially, \$6.5 million has been requested to begin implementing the program and some \$50 million will be sought over the next five years. The plan is based on an in-depth analysis of the changing workforce needs in Massachusetts through the end of the next decade with careful attention given to those groups that will make up the majority of the workers by the turn of the century. According to state officials, by 1995 most jobs in the state will move from goods to service industries, requiring much higher levels of training, especially in language, math, and problem-solving skills. (cont'd. on p. 4)

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NEWS IN BRIEF

ARE: Bigger Pie, More Slices

In December Congress appropriated \$134 million for the federal adult basic education program for the program year beginning July 1, 1988, representing an increase of \$28 million over the current year. About \$115.4 million will be given in traditional formula grants to the states, with 10 percent set aside for 310 staff training and special project activities and at least 10 percent earmarked for basic skills instruction in correctional institutions. The balance of the overall appropriation is in the form of three set-asides to be distributed under different granting formulas: \$1.9 million in national discretionary funding will go for research, development, and evaluation activities; \$7.2 million will go to the states for literacy training for the homeless; and \$9.6 million will support national demonstration projects in workplace literacy. It is worthy of note that the new funding for the homeless will be added to some \$7.6 million allocated for that purpose last year but not used, making nearly \$15 million available for literacy programs for the homeless.

Bar Association Workshops Set

From July 15-17 in Washington, D.C., the American Bar Association will host four invitational workshops for managers of state and local literacy programs. The workshops will cover all aspects of fundraising, advocacy and public relations, managing a non-profit organization, and developing a board. Sessions will be led by experienced business executives, professors of business administration, lawyers, and public relations professionals. For more information contact Dick Lynch, Director, Task Force on Literacy, ABA, 1800 M Street, NW, Washington, DC 20036 (202) 331-2287.

Literacy For Low-Income Women

Wider Opportunities for Women (WOW) is a 23-year-old national women's organization dedicated to achieving economic independence and equal opportunity for women. WOW coordinates a network of women's education and employment programs in 38 states, reaching some 300,000 women each year with its technical training and basic skills programs and a broad range of comprehensive family services. To kick off a new 18-month campaign funded by the MacArthur Foundation, WOW held a national seminar in New York City in January to explore and map strategies to improve the employ-

ability and literacy skills of low-income single mothers. The seminar included panels on three broad issues: literacy skills needed in the workforce, designing literacy programs, and assessing literacy skills and gains. In the coming months, WOW will create a national task force to identify and assess the impact of literacy programs on female single parents... promote programs, strategies, and policies to improve the effectiveness of literacy services for them... develop materials for job trainers... and provide leadership and technical assistance in other ways. For more information contact Cynthia Marano, Executive Director, WOW, 13 G Street, NW, Washington, DC 20005 (202) 638-3143.

Helping Learning-Disabled Adults

The classic definition of a learning-disabled adult is a person who has reading or writing difficulties in the absence of retardation, emotional problems, economic deprivation, or lack of schooling. Close inspection usually reveals some learning impairment such as the reversal of letters, short-term memory, and the tendency to substitute one word for another. For such individuals testing and assessment is complicated and tricky because their comprehension is almost always higher than their actual skills level. With funding from the Massachusetts Department of Education, "Project Read" of The Literacy Connection in Pittsfield, Massachusetts has been operating a basic skills program for learning-disabled adults. Three years ago, 20 learning-disabled adults were selected to participate in the program and placed in one of three study groups, each with a different teaching methodology. The students have been closely tracked from the beginning so that conclusions can be made as to which instructional approach produces the best results. The participants were initially referred by local community organizations and range in age from 24 to 70. Their number was kept small to ensure retention and allow close observation. "Project Read" is also conducting case studies of other subgroups including those with slightly lower intelligence. A report on the findings is expected to be available in June. For further information contact Zoe Dalheim, Director, Project Read, The Learning Connection, 269 First Street, Pittsfield, MA 01201 (413) 499-9531.

Faith In Literacy

Last September the National Council of Churches of Christ and the Johnson Foundation co-sponsored a national interdenominational conference on literacy at the Wingspread Center in Racine, Wisconsin.

The meeting was attended by a broad range of U.S. church bodies, as well as national and state literacy leaders, public officials, and students. Two main conference goals were to build communications and literacy awareness among religious organizations and to develop a common agenda for the future. An ongoing committee was set up to develop an interdenominational literacy newsletter, act as a clearinghouse, and support religious groups throughout the nation as they work to become more involved at the community level. A report of the conference proceedings, *The Church's Involvement in North American Literacy*, and a video of the event are now available from NCCC for \$5 and \$15 respectively. Also available (for \$4) is a probing and insightful report, *Churches and Literacy*, written by Martha Lane, one of the key organizers of the conference. Write to Staff Team for North American Literacy, National Council of the Churches of Christ, 475 Riverside Drive, Room 670, New York, NY 10115 (212) 870-2376.

In The Works At United Way

United Way of America is planning a new literacy initiative. A report, *Literacy and the United Way's Role*, was presented last year to the Board of Governors by a committee headed by Bruce Thomas, Executive Vice President of USX (formerly U.S. Steel). As a result, United Way plans to appoint a national literacy committee, investigate successful coalitions and models, and eventually raise venture funds for the field. For more information write to Jim Morrison, UWA, 701 N. Fairfax, Alexandria, VA 22314.

Eyes On Literacy

An often overlooked factor in assessing a person's reading ability is how well that individual can see. According to the American Optometric Association (AOA), reading requires the integration of 8 different vision skills, but quick-chart eye tests usually cover only one or two of these skills. Recognizing the link between literacy and vision, the AOA, a nonprofit organization representing over 26,000 optometrists, is encouraging its members to establish eye-care programs for local literacy organizations in their regions. For example, in 1986 the New Mexico Optometric Association worked with the Mayor's Commission on Adult Literacy in Albuquerque to establish a program in which students receive free screenings and vision education is offered to literacy tutors. Optometrists provide follow-up care and corrective lenses with fees based on ability to pay. This highly

successful program now operates in 19 communities in the state. The AOA recently produced *Vision/Project Literacy U.S.*, a planning guide for optometrists. The publication covers steps that local optometric groups can take to initiate literacy vision programs in their communities. For more information contact Reynold Malmer, Director, Communications Center, AOA, 243 N. Lindbergh Boulevard, St. Louis, MO 63141 (314) 991-4100.

Upcoming Conferences

- The American Association for Adult and Continuing Education and the National Community Education Association will hold a national education institute on **"Successful Job Transitions: The Role of the Adult and Community Educator,"** in Columbus, Ohio on June 1-3. Call Meg McGill, (703) 683-6232.
- **Laubach Literacy Action** will hold its 1988 Biennial conference at San Diego State University from June 22-26. Call Phillip Rose, (315) 422-9121.

In The States

- The **Florida** Literacy Coalition held a three-day statewide conference in March, devoting an entire day to a business forum on employee basic skills.
- **Hawaii** Governor John Waihee, in his state of the state address, called for more state funding for literacy and integration of literacy services into the work of various state agencies. The state department of labor is working with the hotel industry to develop remedial programs for its employees.
- In **North Carolina**, the Governor's Commission on Literacy and the Jaycee chapters of Greensboro, Winston-Salem, and High Point hosted a statewide conference in March in which private and public sector employers discussed the relationship of functional illiteracy to economic development.
- The Governor's Mansion in **Virginia** was the site for a February breakfast in which business and government leaders discussed the need for more private and public resources for the literacy field. The legislature will shortly consider a bill to increase state funding for literacy.
- The **Washington** Coalition for Adult Literacy has distributed a packet of materials to the private-sector leaders who participated in its November business conference. The packet contains a listing of resource people businesses can contact to get involved in literacy activities in their communities and workforces.

LITERACY: A KEY TO LEGAL STATUS



Segment From 1985 National Library Week Poster
Available From American Library Association

English language and literacy programs are bracing for the imminent impact of the landmark Immigration Reform and Control Act of 1986 (IRCA). The law provides for a one-year period, to end on May 4, 1988, during which undocumented aliens who have resided in the U.S. since 1981 can apply for temporary resident status. Those who get this status can then adjust to permanent residence status provided that they meet certain requirements. The most significant of these is that legalization applicants show a minimal understanding of ordinary English and a knowledge of U.S. history and government, or that they demonstrate that they are pursuing a course of study recognized by the Attorney General to acquire the needed language skill and knowledge.

On February 26 and 27 the American Bar Association convened a National Executive Forum to explore the public outreach and public education implications of IRCA. The forum, funded by the Gannett Foundation, was attended by federal, state, and local government officials, leaders in education and literacy programming, corporate executives, and representatives of the organized bar and of key professional associations and advocacy groups.

A central focus of the forum was the educational challenge posed by the immigration law: the majority of applicants will not have sufficient English language or literacy skills to pass the required interview (with an examiner from INS, the Immigration and Naturalization Service) or to even succeed in instructional programs designed to prepare them for that interview. Furthermore, applicants' limited knowledge of English and of basic oral and reading skills will hinder their

comprehension of the new Federal Citizenship Text series and other instructional materials. These materials have been simplified using readability formulas that apply to lower-level readers who speak English, but their complex grammatical structures and cultural and conceptual content will render them inaccessible to the majority of limited-English-speaking applicants.

Forum participants also examined several other problems which bear on the ability of the nation to meet the educational challenge posed above. For one thing, public outreach efforts have included little or no information about the educational requirements of IRCA, with the result that many applicants are not aware that they haven't completed the legalization process. For another, the nation's delivery system for adult education and ESL cannot meet the current demand for instruction let alone the heavy new demand that will be generated as legalization applicants come forward to enroll—e.g. Los Angeles, by far the locality with the greatest number of applicants, is already serving 210,000 ESL students and has over 20,000 on waiting lists. And, finally, State Legalization Impact Assistance Grants (SLIAG funds) will be made available through the Department of Health and Human Services and used to cover public health and welfare assistance costs as well as education. Thus, education will have to compete with the health and welfare delivery system for a share of each state's allocation, with the result that essential curriculum development and teacher training may not be adequately supported.

ABA's forum participants called for an immediate INS information campaign to get the education requirements of legalization out to localities across the country. They emphasized that this must not be done in written form only if all eligible applicants are to be reached. They also called for a simpler version of the new Federal Citizenship Text series, as well as lower-level citizenship/ESL materials that are highly visual and stress listening and speaking skills.

State literacy coalitions and planning groups were suggested as appropriate vehicles through which to coordinate and develop services among the full range of service-providers at the local level (including religious institutions, community-based organizations, and volunteer literacy programs). And it was noted that in developing program responses essential support services should not be overlooked—such as personal counseling, transportation, and child care. ■

APPROACHING WORKFORCE LITERACY

(cont'd. from p. 1)

The plan is groundbreaking in several ways. It is one of the first long-range planning models that links literacy to clearly-defined job market needs. It recognizes that literacy is part of a broader picture that includes a whole range of social problems such as teen pregnancy, substance abuse, incomplete schooling, and poverty. It recognizes the need to provide literacy services in a form and in places suitable to the total life circumstances of the people to be served. Literacy instruction will not be given in isolation but closely linked to specific job goals and supported by such essential services as counseling, childcare, and transportation. The plan also has an evaluation component so that service providers and planners will know what learning approaches and techniques work best.

Of special significance is that the Workforce Literacy Plan was developed and is actively backed by the broadest possible group of participants—including local and state government, state social service and welfare agencies, business and unions, literacy and educational groups, and community organizations of all kinds. Actual service provision will be built on the full range of services that already exist, including vocational training programs, supported-work programs, and intergenerational family learning projects. One of these is a network of Worker Assistance Centers which provides training to dislocated workers. Another is the Workplace Education Initiative, which funds several model workplace literacy projects under the sponsorship of the Executive Office of Economic Affairs, the Executive Office of Labor, and the Department of Education. State agencies that currently fund or provide services for the targeted groups are already working with a new Interagency Literacy Task Force to obtain new state and federal funding.

Seven groups, with skills at the lowest through post-high-school levels, have been targeted by the state for the three-year effort: immigrants and refugees who need English language and basic skills; AFDC recipients who need entry-level basic skills training; mothers of young children to improve their standards of living and teach them to upgrade their children's education; male high school dropouts between the ages of 16 and 24 who can't qualify for entry-level jobs; low-income workers who need better skills to move ahead in their companies; potentially-dislocated workers to help them adapt to new technology and to prevent more layoffs and plant closings; and displaced workers who need retraining to qualify for new jobs.

(For further information contact Sondra Stein, Deputy Director, Commonwealth Literacy Campaign, 100 Nashua Street, 7th Floor, Boston, MA 02114 (617) 727-5717.)

Toward A Literate Workforce In Illinois

Under the leadership of Secretary of State and State Librarian Jim Edgar, Illinois has been a model of comprehensive statewide literacy planning since 1984. The state is now moving strongly into workplace literacy as a major component of its overall effort. "I do not believe any large employer can safely say that 100 percent of his or her employees have reading skills adequate to function efficiently and productively in today's technical workplace," Secre-

tary Edgar notes. He advocates programs that bring educators directly into the workplace: "It is a lot easier to motivate someone to read if they can see direct practical benefits in their day-to-day work."

The Illinois Literacy Council, a 36-member group with wide representation, has mounted a massive statewide public awareness and fundraising campaign for local workplace literacy programs. At present, according to material just issued by the Council, more than 400 businesses throughout the state are supporting such programs with funding and in-kind help. Moreover, since 1985 the Secretary's Literacy Grant Program has appropriated \$10 million for more than 250 local and regional groups involving public/private partnerships between businesses and local literacy programs. The combined effort is reaching some 25,000 new adult learners and it has trained 20,000 volunteer tutors.

Officials of the state effort recently cited eight projects that are already producing good results. One of them is a partnership between the Rockford Area Literacy Council and a Pillsbury/Green Giant plant, in which basic skills are provided to employees. Another, at a Chrysler assembly plant, offers high-school-equivalency preparation and English language instruction. Highland Community College in Freeport has developed off-site courses to help workers at the Kelly-Springfield Tire Company read technical manuals and to help employees at Micro Switch keep up with changing technologies there. Seventeen libraries in one county are working with some 70 area businesses on a range of different projects—one to teach English and basic skills to foreign-born housekeepers and kitchen helpers in a nursing home. Other projects involve collaborations between a union and a education agency in Peoria and among a literacy program, the departments of streets and utilities, and the Mayor's Office in Springfield.

As with Massachusetts, one of the notable features of the Illinois workplace literacy effort is the range of different organizational types involved, creativity in forging new linkages, and an understanding that the basic skills are best provided in a context that has direct meaning to people in their everyday lives.

(For more information contact Susan Grimes, Secretary of State's Literacy Office, Illinois State Library, 431 Fourth Street, Springfield, IL 62701 (217) 785-6925.)

Workplace Literacy In New York

Last year New York Telephone had to process 57,000 applications to find 2,000 qualified entry-level workers. Eastman Kodak reports that some 10,000 of its employees do not have the basic skills needed to implement the organizational and technological changes required to make the company more competitive. Recognizing that the problems faced by these two companies are not isolated cases, in early 1987 the New York State Legislature enacted a bill which provided \$2 million in new funding for workplace literacy projects in the state. The effort grew out of the State Education Department's active and long-standing role in the nation's adult basic education affairs as well as its broader interests in statewide economic development.

Eleven projects are being funded under the new "Workplace Literacy Program," with all being carried out under union sponsorship. Individual grants range from \$50,000 to \$950,000. Most of the projects involve collaboration among a range of organiza-

tional types. For example, in the largest project, the New York City Central Labor Council and Consortium for Worker Education are working with the City University and the Board of Education to provide basic skills services to AFL-CIO affiliated unions. Another project is training instructors to work on a one-to-one basis with learning-disabled workers. UAW-Chrysler, the Greater Syracuse Labor Council, and UAW 854 have teamed up to work with a school, Literacy Volunteers of Syracuse, an area BOCES program, and the public library to provide literacy instruction at several manufacturing plants in the Syracuse area. At Delco Products, a General Motors affiliate, IUE Local 509 is working with two BOCES programs in a skill development program geared to new technology demands in the automotive industry. And one project, with the Civil Service Employees Association, is providing basic skills instruction to state and local government employees.

A key goal of the New York demonstration effort is to use its grants to leverage additional public and private funding for the projects. The state's Employment Preparation Education program (EPE) is a major source of public matching funds. Companies involved are matching state grants with substantial in-kind services, which include payment of released-time wages. At Delco Products, released-time wages are estimated at nearly \$215,000, and Chrysler's in-kind services are valued at some \$168,000. According to an official of the State Education Department, "a number of programs...have developed comprehensive approaches in which EPE state aid supports the costs of basic skills instruction for workers who lack a diploma; a State workplace literacy grant provides basic skills instruction for workers who lack basic skills but have a high school diploma; and State Employer-Specific Short-Term Training funds and negotiated company/union dollars are used to pay for specific occupational skills training once workers have mastered the basic skills."

These activities are viewed by state planners as a first step. Plans are being developed to expand workplace literacy services in a variety of ways. At present the Division of Adult and Continuing Education, the State AFL-CIO, the New York State Business Council, and the State Department of Labor are working together on a statewide application for substantial federal funding. The state is also looking at ways to broaden eligibility requirements for EPE funding, provide further technical assistance, foster job-related curriculum development activities, and meet the in-service training needs of teachers and program managers.

(For more information contact Garrett Murphy, Assistant Commissioner, Occupational and Continuing Education, State Education Department, USNY, Albany, NY 12234.)

HEALTH CARE & LITERACY

In the health care field illiteracy can be a matter of life and death. Instructions for using over-the-counter medicines or prescription drugs, brochures and materials handed out at the hospital, directions for preparing a baby's formula or caring for sick family members all hold the potential for disaster when a person

can't read. Even verbal instructions can be misunderstood as in one case where a doctor advised a mother to "push fluids" with her ill infant, and four hours later the baby suffocated because the mother forced liquids down its throat cutting off its air supply.

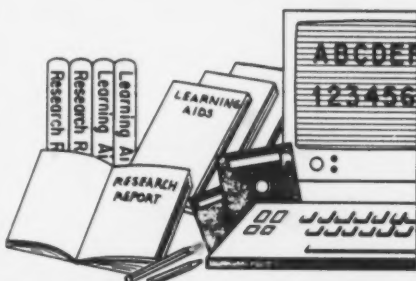
These urgent matters were addressed in a recent study conducted by Midlands Area Health Education Center at the Richland Memorial Hospital in Columbia, South Carolina. The study found that among the most serious problems resulting from illiteracy were noncompliance with instructions and patients' inability to admit they didn't understand these instructions. As a result of the study, Midlands AHEC has launched a two-year pilot project, *Effective Communication With Literacy-Impaired Patients: Developing Your Verbal and Written Teaching Skills*. The project's goals are to assess how much health care professionals know about illiteracy and better prepare them to deal with patients who can't read.

Activities will focus on teaching the health care professionals to assess reading levels of patients, develop effective new reading materials, redesign current materials, and increase awareness of patient needs. AHEC will develop a resource package of materials specifically geared to literacy and health care. Multi-media training will be offered to hospitals throughout the state and a speakers' bureau will conduct workshops and seminars. Joan Harris, Executive Director of the South Carolina Literacy Association, who works with the AHEC team, observes, "The more professions realize the impact of education on the delivery of their services, the more intense the fight against adult illiteracy in South Carolina will become. Midlands AHEC is to be congratulated for not only recognizing this difficulty with communication, but for offering the State's health care providers a means to overcome it."

One example of AHEC's impact can already be seen in a recent action taken by Spartanburg Adult Writing and Reading Education (AWARE), a United Way human resource center in South Carolina. AWARE has sent a copy of a front-page article about the AHEC study and campaign to more than 400 doctors, dentists, and chiropractors in their area with a letter urging them to join the effort by referring patients to local literacy programs and by displaying literacy materials in their waiting rooms.

(For more information contact Joan Harris, Executive Director, South Carolina Literacy Association, Logan School, Lincoln at Elmwood, Columbia, SC 29201 (803) 256-0550.)

TOOLS OF THE TRADE



[1] Literacy, Numeracy and Adults, recently released by the Adult Literacy and Basic Skills Unit and the Manpower Services Commission of the U.K., reports on the findings of a 28-year longitudinal study of all children born during one week in 1955 in England, Scotland, and Wales. The study tracked a wide range of economic, family, health, and education factors that influenced how children developed, seeking to shed light on the relationship between these factors and literacy and numeracy problems experienced as adults. Among the findings are that some 13 percent of the group studied have had basic skills difficulties since leaving school. Another important finding is that many of these adults see their deficiency more as a writing problem than an inability to read. Copies are available for £3.95 plus postage from ALBSU, Kingsbourne House, 229-231 High Holborn, London WC1V 7DA.

[2] The Fourth R: Workforce Readiness is a guide for companies that want to form partnerships with educational groups at the local level as a way to equip the nation's young people for work that will be available into the 21st Century. How-to-do-it advice is given along with case studies of model business-education partnerships already in existence. The guide and an accompanying video are available for \$40 from the National Alliance of Business Clearinghouse, 1015 15th Street, NW, Washington, DC 20005 (202) 289-2910.

[3] The Forgotten Half: Non-College Youth In America is a 104-page report sponsored by the William T. Grant Foundation and prepared by the Commission on Youth and America's Future. The report deals with the problems faced by millions of 16-24 year-olds who are not college-bound as they seek to make the transition from school to work. Recommendations are given to deal with the steady erosion of economic and meaningful job opportunity for these people. Single copies of the report are available at no charge from Youth & America's Future, 1001 Connecticut Avenue, NW, Suite 301, Washington, DC 20036.

[4] Reading for Survival is the last work of the late John MacDonald, one of the country's most popular mystery writers. Cast in the form of a provocative dialogue between two characters, the book evokes the isolation, false illusions, and lack of variety in the life of a nonreader. A grab bag of ideas and philosophy ranging from 1200 BC to Mark Twain and L. Ron Hubbard, the work is interesting not just as the last effort of a great American writer, but because of its scope and the issues it raises. The book is available for \$15 from the Center for the Book, Library of Congress, Washington, DC 20540 (202) 287-5221.

[5] Adult Literacy: Skills for the American Workforce, by William Hull and Judith Sechler, examines the literacy skills most needed in the workplace and reviews several industry-based literacy efforts to meet those needs (including programs at Onan, Polaroid, Texas Instruments, and Planters Peanuts). Available from the National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Road, Columbus, OH 43210. Order # RD 265B, \$7.00.

[6] Several new publications are available from the Association for Community Based Education. *Standards of Performance for Community-Based Education Institutions*, which comes with two companion workbooks, is a guide to help CBOs improve their management, program design, and community relations (\$25). A *Directory of Corporate Funding Sources* gives detailed information about the program interests of potential corporate donors, as well as guidelines for writing proposals and seeking grants (\$15). *Adult Literacy: A Study of Community-Based Literacy Programs* is a two-volume set which discusses the unique characteristics of CBOs and provides in-depth profiles of 26 local CBOs (\$15). Available from the Association for Community Based Education, 1806 Vernon Street, NW, Washington, DC 20009 (202) 462-6333.

[7] Immigrant Workers and the American Workplace: The Role of Vocational Education highlights issues and strategies to be considered in preparing limited-English-speaking adults for employment. Available from the National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Road, Columbus, OH 43210. Order # 1N302, \$5.50.

[8] Two new resources are available from Materials and Methods. *Materials and Methods in Adult and Continuing Education* contains 66 essays by American and foreign education experts on various aspects of illiteracy. *We The People...Read* is an interactive-video instructional series built around real-life situations such as job hunting and health care. The program includes specially-designed newspaper texts for students and a guidebook for teachers. For more information contact Materials & Methods, PO Box 143, Canoga Park, CA 91305 (818) 884-0593.

[9] Literacy Tutor's Library by John A. Hurst is a six-volume series of books each containing ten interesting true stories for adult learners and revealing a little-known fact about a famous person, place, or thing. Each volume contains vocabulary lists for difficult words, quizzes, and language activities built on learned principles. Tutor guides are also available. The set plus a tutor's guide is available for \$49.52 from Quality Books, Inc., 918 Sherwood Drive, Lake Bluff, IL 60044. Each book can be ordered separately at \$7.95.

[10] Sight With Sound is a program to teach basic skills to adults and teenagers. It uses sight-word recognition and phonics and consists of 32 audio cassettes and a workbook. The complete set of cassettes sells for \$349.95; workbooks are \$19.95 each. For more information contact SWS Productions Inc., PO Box 101, Rockford, IL 61105 (815) 877-0022.

[11] Focus on Basics is a unique, high-quality resource bulletin with information on innovative teaching practices currently used in basic skills programs throughout the country. The newsletter is published three times a year and an annual subscription costs \$10. from World Education, 210 Lincoln Street, Boston, MA 02111.

CORPORATE LITERACY ACTION

An Alliance For Displaced Workers

Deregulation of the telecommunications industry has placed enormous pressure on workers to perform more varied and higher skilled jobs and on companies to remain competitive. It also has resulted in massive numbers of displaced workers and employees at risk of being laid off. In response to this challenge, in 1986 AT&T Company, the Communications Workers of America, and the International Brotherhood of Electrical Workers negotiated a new jointly-operated national training and career advancement model known as The Alliance For Employee Growth and Development. The program provides up to \$7 million annually for education and training for all unionized AT&T employees who want to stay on top of their jobs, return to them, or find new ones if their current jobs are eliminated. (Further funding comes from local, state, federal, and foundation sources.)

The Alliance is divided into two key divisions: Career Planning and Displacement Assistance. Workers are urged to join the Alliance for help in a variety of areas. They may want to upgrade their skills, learn new computer systems, increase their department's productivity, or communicate better with co-workers and the public. They may need to take a test to transfer to another department, or relocate to another city to keep their jobs, or get help finding a new job after layoff.

In the career planning portion of the program an employee meets with a career coach to review his or her potential and develop career plans based on abilities and goals, and additional training is given as necessary.

The displacement assistance portion of the program helps workers facing layoff or those who have already been laid off. A key goal is to develop a career path that is realistic in terms of the jobs likely to be available and the training needed for them. These people are first required to undergo career assessment and personal counseling. They are then placed in short-term skills training at a trade school, community college, or other training organization, with tuition prepaid by the Alliance. The Alliance also provides help with relocation planning, makes referrals to local employment and training programs, and gives job placement assistance. These ser-

vices continue to be provided for one year after layoff payments expire.

Although a national initiative, the actual responsibility for carrying out the Alliance programs lies with many local joint training committees made up of company and union representatives. At present, there are nearly 80 programs in operation around the country serving more than 7,000 people.

(For further information contact Don Reinen or Kenneth Ross, co-executive directors, The Alliance, Corporate Park III, 580 Howard Avenue, Somerset, NJ 08873 (201) 563-0028.)

Magazine PSAs Build Awareness

A key goal of the Coalition for Literacy's Ad Council campaign was to build public awareness through public service ads placed in consumer and business magazines. Between 1985 and 1987, some 160 magazines ran one or more ads. Nine ran ads valued by the Ad Council at \$100,000 or more: *Reader's Digest* (\$1.8 million), *People/People Weekly* (\$438,575), *U.S. News and World Report* (\$307,015), *Business Week* (\$300,000), *Sunset* (\$204,483), *Newsweek* (\$153,200), *INC* (\$145,050), *Woman's Day* (\$140,414), and *Forbes* (\$110,000). Ten magazines ran ads valued between \$50,000 and \$99,000, and ads valued at up to \$49,000 appeared in 139 publications.

Gannett Grant Winners: Round 2

In February the Gannett Foundation announced 21 new grants totaling \$1.35 million in the second year of its national grant competition to help develop state planning and coordination. Renewal grants of \$557,000 went to 12 states for further support of projects launched with Gannett funding last year (IL, IN, ME, MA, MN, NV, OR, PA, PR, RI, TN, and WA). Nine new projects were also funded, for a total of \$793,000. The recipients were the Alabama Public Library Services; Nine Star Enterprises in Alaska; the state departments of education in California, Connecticut, Delaware, and Mississippi; the Kentucky Foundation for Literacy; the New Mexico Coalition for Literacy; and Literacy Volunteers of New York State. For more details contact Brian Buchanan, Gannett Foundation, Lincoln Tower, Rochester, NY 14604 (716) 262-3315.

Virginia Slims Adopts LVA

Virginia Slims, a division of Philip Morris, has adopted Literacy Volunteers of America (LVA) as the national charity of its 1988 Virginia Slims World Championship Series in tennis. LVA will receive \$100,000 in funding

from Virginia Slims over a two-year period, and the company will also conduct an ongoing public awareness campaign to benefit the organization. At each of 17 named tournaments in the U.S. in 1988, an LVA tutor sign-up booth will be available and tutor kits will be donated to LVA affiliates in the tournament area. Billie Jean King is serving as the national spokesperson for the campaign. In announcing the program, Philip Morris president and CEO Frank Resnik noted that "in supporting LVA, we hope to foster a greater awareness of the issue and gain support from concerned Americans in helping to eradicate illiteracy."

Banking On School Completion

A 36-year-old father of three who works as a senior mail courier. A 55-year-old grandmother who supervises check clearances. A 35-year-old mother of two teenagers who handles the machinery that sorts monthly bank statements. These are three of the 14 employees of First Pennsylvania Bank who recently completed a pilot program to earn their high-school diplomas. The bank is the first Philadelphia company to undertake the program under the auspices of the Mayor's Commission on Literacy. When the Commission first approached the bank to launch its literacy effort, the bank did not believe it had any employees without high school diplomas. When they checked, they found 143 such employees. The Commission arranged for the Community College of Pennsylvania to conduct classes, which are held at First Pennsylvania Bank headquarters five times a week with half-time compensation paid to each employee. The 14 participants were honored recently at a luncheon attended by the bank's CEO and representatives from the Mayor's office. The bank plans to continue the program. Kim Phillips, affirmative action coordinator at First Pennsylvania, said that while advancement can't be promised to people who take the program, "they will definitely be in a very good position to compete for promotion." The Commission hopes to use this program as a model for other area efforts and has already started working with Graduate Hospital of Philadelphia and other companies. For more information contact Marcene Mattleman, Executive Director, Mayor's Commission on Literacy, 702 City Hall Annex, Philadelphia, PA 19107 (215) 686-8652.

INAME/AAA Publish Student Ads

The American Academy of Advertising has published a booklet of the winning ads from the student adult literacy ad competition it

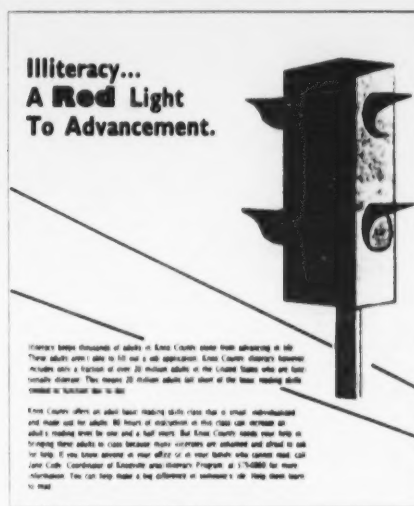
co-sponsored with the International Newspaper Advertising and Marketing Executives last year. The competition's main goals were to develop student ad design skills, mobilize students to become involved in public service issues, show that advertising can be a major force in focusing attention on social problems, and build new links between classrooms, newspapers, and communities. Over 700 students competed. One advertising teacher noted that it was "a tremendous learning experience for both me and my students. The research we did on the [illiteracy] problem really opened our eyes and made us realize that something has to be done." The ads have imagination and insight and are available as a public service to groups that wish to use them. Shown here are the first and second prize winners. Contact Susan Schoebel, Director, INAME Foundation, Newspaper Center, 11600 Sunrise Valley Drive, Reston, VA 22091 (703) 648-1168.



First Place Winner

David Shih

University of Illinois



Second Place Winner

Pamela Whaley

University of Tennessee

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND ASSISTANCE

The **Charleston News and Courier** and **BOMC/Lockheed Missiles and Space Company** have awarded grants to the Trident Literacy Association in South Carolina. **Foster Engineering** donated a computer to the program.

Chrysler Corporation Foundation, **First Federal Savings and Loan Association of Rockford**, and **Illinois Bell Telephone Company** have made financial contributions to the Rockford (IL) Area Literacy Council. An accountant from **Peat, Marwick, Mitchell** has donated bookkeeping services to the Council. One of the program's tutors is the retired president of **Camlin Insurance Agency**, who works with a Mexican immigrant seeking to read mechanic's manuals and prepare for naturalization.

Dowdle Gas Company and **Piggly Wiggly** of DeKalb, MS have helped the Kemper Newton Adult Literacy Program with several forms of financial and in-kind assistance, the latter including distribution of flyers in shopping bags, prizes for a poster contest, and refreshments for workshops.

Duval-Bibb Corporation, **Naftolin-Bell & Company**, **Certain Teed Corporation**, **IBM**, and **Publix Supermarkets** have made recent financial contributions to the Florida Literacy Coalition. **Exxon** (through its Volunteer Involvement Fund) and **MPI Label Systems** provided start-up funding to the Sebring (OH) Area Literacy Council.

The **Honolulu Star Bulletin** helped the Windward School for Adults in Kailua, HI obtain a \$5,000 grant from the **Gannett Foundation**. **Pizza Hut** is co-sponsoring a Windward program to provide remedial help to local high school students. The restaurant chain will award coupons for free pizzas as an incentive for participating students.

Howard Savings Bank is now participating in New Jersey's Adult Literacy Initiative by recruiting employees to be trained as tutors by and for Literacy Volunteers of New Jersey.

The **Meadows Foundation** recently provided over \$166,000 and **Anheuser-Busch Companies** and **Sears, Roebuck and Company** donated \$25,000 each to the literacy programs of SER-Jobs for Progress.

The **Rotary Club de Tolosa de San Luis Obispo** (CA) recently donated \$1,000 and a personal computer and printer to local literacy efforts. The Rotary's treasurer serves as a tutor and tutor trainer.

The **Union Bulletin** newspaper funds Project Read in Walla Walla, WA. The local **Chamber of Commerce** provides space for meetings of the program's board.

PLANNING, AWARENESS, AND RESEARCH

The **American Paper Institute** addressed the employee basic skills issue at a February meeting of equal employment opportunity officers from paper companies nationwide.

Binding Industries of America focused on the adult literacy issue at its national convention in March. The association is also providing meeting space to the Chicago LVA affiliate.

The **Chicago Advertising Council** has worked with the Chicago Literacy Council to develop a print ad encouraging senior citizens to become volunteer reading tutors.

High Volume Printing ran a story in its October 1987 issue about the printing industry's involvement in literacy efforts nationwide.

Three dozen employees at the **Holiday Inn City Centre** in Columbia, SC were referred to basic skills services available to them at a worksite seminar last fall featuring a representative from an employee basic skills program run by a neighboring hotel.

IBM, **Southern Bell**, **Globe Book Company**, **Smylie Educational Enterprises**, **Cambridge Book Company**, **Duke Power**, and **Continental Press** were among the sponsors of a Literacy in the Workplace Exposition last fall organized by the South Carolina Department of Education. Representatives from **Duke Power Company**, **L'Eggs Products**, and **IBM** made presentations at the conference which highlighted exemplary employee basic skills programs around the state.

The **Indiana Chamber of Commerce**, **Indianapolis Star and News**, and **United Auto Workers** are represented in recent appointments made to the 35-member Indiana Adult Literacy Coalition. The state Chamber of Commerce received a special award from the Coalition to recognize its efforts in raising the business community's awareness of the literacy issue.

RJR Nabisco, which sponsored the ABC TV movie "Bluffing It" last fall, is making a 13-minute version of the program available at no charge to business and other groups.

EMPLOYEE BASIC SKILLS PROGRAMS

Representatives from **The Brenlin Group** and subsidiary **Spartanburg Steel Products** participated in a weekend workshop in November, in which they learned how to re-write the company's print materials to lower reading-skill levels. The workshop was organized by the Literacy Club of the University of South Carolina at Spartanburg in collaboration with the Writers' Circle of the Spartanburg AWARE Literacy program.

Budget Rent-a-Car and **Tri-Light** have established a high-school-diploma program for their Los Angeles-area employees.

Federal Paper Board provides tutoring services for twenty employees in collaboration with the Saluda County Literacy Association and the Greenwood Literacy Council in South Carolina.

Georgia Power Company operates a basic skills program for power plant employees in collaboration with Atlanta Literacy Action. The company also sponsored an October breakfast for business leaders in that city.

The **Los Angeles Herald-Examiner** now operates an ESL program for its employees in collaboration with California Literacy.

The **Los Angeles Times** has established a computer-assisted basic skills program open to company employees and community members.

Twenty-seven employees at **Mariner's Inn** in Hilton Head, SC are tutored on company time by volunteers from the Beaufort Literacy Council. The hotel reports that the money spent on released-time for salaries has been returned to it many times over in improved production, time management, and employee morale, motivation, and self confidence.

Portland Cement Company of Holly Hill, SC has set up a program in which company employees volunteer to tutor fellow workers.

The **Quaker Oats Company** and **United Steel Workers** worked with the Indianapolis Public Schools last year to set up a voluntary basic skills program for employees at the company's food processing facilities in that city.

AVAILABLE FROM BCEL

• **Developing An Employee Volunteer Literacy Program** (BCEL Bulletin No. 1) is a 12-page, how-to-do-it guide for businesses wishing to encourage their employees to volunteer as tutors and in other capacities to help literacy groups in their communities. (\$1.00 per copy)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** (BCEL Bulletin No. 2) is a 46-page guide for employers wishing to address the basic skills problems of their own workforce. It gives step-by-step guidance on how to plan and implement an effective job-related basic skills program and includes a listing of resource persons and background reading material. (\$5.00 each)

• BCEL's leaflet **Functional Illiteracy Hurts Business** is still in heavy demand among literacy planning and providing groups. It gives specific suggestions to business on how to help and provides examples of companies already active. (No cost for up to 25 and 10¢ a copy thereafter.)

• Back issues of all BCEL Newsletters continue to be available. Newsletter articles may be reproduced without permission, but must be reproduced in their entirety with attribution to BCEL. A copy of the publication in which material is used should be sent to BCEL. (No cost for up to 6 copies and 25¢ per copy thereafter.)

• BCEL's **State Directory of Key Literacy Contacts** is an aid for businesses that want to

explore ways to provide funding or other help to adult literacy programs in their states and communities. State and local planning groups, including PLUS Task Forces, may also find the directory useful. (\$5.00 each)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** consists of two BCEL monographs which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action. (\$10.00 for the set)

• **PIONEERS & NEW FRONTIERS** is a BCEL monograph which assesses the role, potential, and limits of volunteers in combating adult illiteracy. (\$5.00 each).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved your order must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

The Business Council for Effective Literacy is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide guidance to the business community on the opportunities for involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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Program Associate

***Bess Heitner**
Researcher/Writer

***Ruth Weinstock**
Research Associate

Mary Keenan
Exec. Sec. & Admin. Asst.

Almaz Lee
Sec. & Admin. Asst.

*On part-time consulting basis

Business Council for Effective Literacy
1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

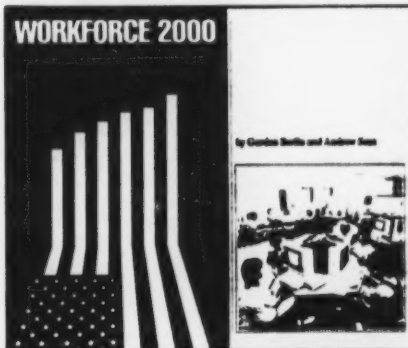
As the feature article of this issue of our newsletter indicates, there is special urgency to the employee basic skills problem. Organizations of all sizes and locations are facing a growing mismatch between their job requirements and the skill levels of millions of their current workers. And a rapidly increasing proportion of the pool of persons available for new hire need major help with their basic skills to be employable.

Clearly, the capacity to design and offer good literacy programs, whether in the workplace or other settings, will depend increasingly on the depth of state and federal policy development and the legislative process. It also will require that we all recognize the forces that are changing our society and take them into account. One way to do that is to be sure we are aware of the information and perspectives given in the key national studies that have begun to emerge. Those discussed in the feature article are among the most important and we have indicated at the end of the article how to obtain full copies.

Along these same lines, I'm pleased to report that at the suggestion of BCEL, the Southport Institute for Policy Analysis, headed up by Alan Pifer, former president of the Carnegie Corporation of New York, has just begun an independent effort to produce a major report that will suggest how the federal government can most effectively work with state and local governments, the business community, service agencies, and educational and literacy groups in a comprehensive national approach to the illiteracy problem—with emphasis on the structural and professional issues with which we have not yet come to grips.

Mr. Pifer hopes to have the report available by the end of October or, at the latest, by the time a new administration takes office in January. Many of you in leadership positions in the literacy field will be consulted by Mr. Pifer or the project staff in due course. And I understand that a number of papers may also be commissioned. ■

GUIDING LIGHTS: Policy & Planning



A number of reports have been published in the past few months with important implications for policymakers, employers, and literacy workers. Two of the most significant, *Workforce 2000* and *Toward A More Perfect Union*, are the subject of this article.

These reports come at the problem of present and future basic skills needs from different perspectives but they are mutually reinforcing. They command attention because they represent new thinking at the highest levels and bring a new level of sophistication to notions about the problem. They speak to planners in the corporate world, in labor, education, and in government and social service agencies across the country.

WORKFORCE 2000: Work And Workers For the 21st Century

Workforce 2000 was commissioned by the U.S. Department of Labor from the Hudson Institute to help shape federal workplace policies and programs as the nation moves toward the next century. It is a rich source of information about jobs of the future and the increasingly higher levels of skills and education they will require. As such, it is the raw material of planning for those at every level who need to evaluate how they are positioned to meet what is coming. The report documents labor patterns and social trends that have been ongoing for decades. It serves notice that these trends are now converging and by the year 2000 will produce an America

that is unrecognizable from one that existed only a few years ago.

Chief among the changes is the now familiar shift from manufacturing to service industries, which is already transforming the American economy and the experience of workers in fundamental ways. (Just ask any of the 11.5 million Americans who lost their jobs between 1979 and 1984, and the two million more who, according to various government agencies, are being laid off each year.) This shift, in tandem with others such as a workforce that is becoming older, more female, and more disadvantaged, and the trend toward jobs that will call for much higher skills, are among the forces creating a new social setting.

The new setting will render irrelevant the policies guiding today's economy and labor markets, which were designed in the 30s and 60s in response to the conditions of those decades—i.e. social security, welfare, unemployment insurance, trade adjustment assistance, and training programs, among others.

Take welfare. The present program was designed long before most women worked. Now that a majority of all women with young children work, it no longer seems cruel to require welfare mothers to do so. A new program therefore might well mandate work for all able-bodied welfare mothers except those with infants, backed up by training, day care, job counseling, and a job creation program.

Because long range forecasts are uncertain, *Workforce 2000* provides alternative scenarios based on different rates of economic growth, but they have in common several key points about the U.S. economy and job market over the next 12 years and beyond.

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NEWS IN BRIEF

The National Literacy Honors

A National Literacy Honors dinner is being planned for November 15 in Washington, D.C. at the Washington Hilton to honor literacy leaders, learners, and others who have made a commitment to literacy. The occasion will be presented by Project Literacy U.S. (PLUS) and the Coalition for Literacy, the latter a membership group of major national literacy providing and service organizations. ABC's Entertainment Division will provide an hour-long entertainment special for some 1800 expected guests from the corporate, government, and literacy communities. The evening will also serve as a fundraiser for the national telephone referral service and other national activities and projects of the member organizations of the Coalition. To purchase a table or learn more about the event contact Miriam Shubin, Executive Director of the National Literacy Honors, (212) 887-7186.

Transferring JSEP

The Jobs Skills Education Program (JSEP), a computer-based basic skills program, was created some years ago by Florida State University and Ford Aerospace and Communications Corporation for the U.S. Army. Recently, the Center for Educational Technology at Florida State received a 17-month contract of some \$628,000 from the U.S. Department of Education to adapt this successful Army program to wide civilian use. The Center will again collaborate with Ford Aerospace and with the New York State Department of Education to develop the program for use in general vocational educational settings. Because of a strong workplace focus, the Department of Labor has selected California, Delaware, and Indiana as the trial states in which the new JSEP curriculum will be demonstrated. For more information contact Robert Branson, Center for Educational Technology, Florida State University, Tallahassee, FL 32306 (904) 644-6051.

Applying For SLIAG Funds

The Immigration Reform and Control Act is providing State Legalization Impact Assistance grants to reimburse states for local services to new legalization applicants. The amount each state receives will be based on the number of applicants it has. To apply for funds allocated to education, local groups should contact their state departments of education or human services.

Appalachian Commission Funds Workplace Study

The Institute for the Study of Adult Literacy at Penn State University has received a grant of \$80,000 from the Appalachian Regional Commission towards the costs of a 15-month workforce literacy project. The Commission is a federal-state partnership which supports research and demonstration to promote economic development throughout the Appalachian region. The grant, supplemented by \$40,000 from the Gannett Foundation and Penn State, will be used to develop procedures and materials for literacy professionals to use in working with employers that wish to develop basic skills programs for their workers. A videotape and manual will include information about model programs and about how to conduct a needs assessment. As background for the manual, a survey is being conducted of companies, unions, and literacy groups already working together to provide basic skills services. An advisory committee representing all Appalachian states is giving input as well. For more details contact Eunice Askov, Institute for the Study of Adult Literacy, 248 Calder Way, Suite 307, University Park, PA 16801 (814) 863-3777.

Training For Union Counselors

The Pennsylvania AFL-CIO has launched a pilot workplace literacy project in Harrisburg, funded by a state Education Department grant of \$19,804. Sponsored in conjunction with the Harrisburg Region Central Labor Council, the project will train union counselors to identify workers in need of basic skills help and help place them in suitable programs. About 17 such initiatives are already underway in central Pennsylvania and eventually the AFL-CIO hopes to go statewide. For more information contact William Reck, Director, Education and Community Services, Pennsylvania AFL-CIO, 230 State Street, Harrisburg, PA 17101 (717) 238-9351.

Formula Aid As A Strategy

The second National Conference On State Literacy Initiatives was held in Chicago in April. Co-sponsored by the U.S. Departments of Education and Labor, the Council of State Policy and Planning Agencies, the Education Commission of the States, the Kenan/SREB Family Literacy Project, the National Governors' Association, and the State Literacy Initiatives Network, the conference attracted more than 200 people from 41 states. A series of concurrent presentations and workshops were held. Among the most heav-

ily attended were those on workplace literacy and trends in public and private sector funding. In the latter area, a major theme was that formula aid is the most effective mechanism for state funding of literacy. Every state currently in the forefront of the field has used a formula-aid approach. Excellent models are New York, Michigan, California, and Florida. Formula aid is a more stable source of funding than categorical funding because eligible educational programs get a specific sum of money each year, under the law, for every student enrolled. In categorical funding, legislative approval must be sought anew each year.

Update From ASTD

Working with the U.S. Department of Labor, the American Society for Training and Development (ASTD) is conducting a major research project to identify effective practices and business-education partnerships in company training and basic skills programs. The project, called *Best Practices: What Works in Training and Development*, will result in several guides next year, with emphasis on how to form linkages that work well. For more information call the National Affairs Division of ASTD at (703) 683-8154.

Learning From Abroad

- As part of a two-year exchange between Lehman College in New York City and the Adult Literacy and Basic Skills Unit of Great Britain, some 125 leading British and American adult literacy practitioners attended a four-day invitational conference at Lehman College last month. They were brought together to share information about various aspects of their work, discuss problems and concerns, explore strategies for the future, and develop collaborative projects to be carried out over the next year. A follow-up dissemination conference with the same group of people is scheduled for next June in London. The sponsors will publish the overall proceedings after that. Approximately \$50,000 in additional funding is needed to cover the full two-year exchange. To help or to get more information contact Richard Sterling, Institute for Literacy Studies, Lehman College, Bronx, NY 10468 (212) 960-8758.

- Canada's Business Task Force on Literacy recently released a study on the costs of illiteracy to business in that country—in such areas as health and safety, lost productivity, and training. A copy can be obtained from Paul Jones, c/o Maclean Hunter Limited, 777 Bay Street, Toronto M5W 1A7. Elsewhere in Canada, the "Innovations" program of the

federal Department of Employment and Immigration recently made grants to Laubach Literacy of Canada and Frontier College for two workplace literacy projects. Laubach is undertaking a three-year Industrial Tutoring Project in four cities to examine the link between better job performance and improved literacy levels. So far 54 companies are taking part. Frontier College, also in a three-year effort, will develop industry-specific teaching materials for employee basic skills programs. For more information contact Juel Weideman, Laubach Literacy of Canada, 23 Dutch Road, St. Armand West, Quebec JO1 1T0 (514) 248-2898; and Maria Ioannou, Frontier College, 35 Jackes Avenue, Toronto, Canada, Ontario M4T 1E2 (416) 923-3591.

Basic Skills & Small Businesses

The U.S. Department of Labor is granting \$400,000 to enable selected state agencies to examine the literacy content of jobs in small businesses and to identify successful basic skills programs run by and for small businesses. A report on the results of these grants will be available in two years. For more information contact William Delaney, U.S. Department of Labor, Room N-5629, 200 Constitution Avenue, NW, Washington, DC 20210 (202) 535-0677.

LV-NYC's New Publishing Venture

Literacy Volunteers of New York City has launched a new program to publish materials for adult literacy students and educators. The first titles will be six short novels and nonfiction works by recognized authors and three anthologies written by students. The books will be at the fifth-grade reading level and are intended for use by any organizations providing basic skills instruction, including businesses and the military. Each title will cost \$2.95. So far the venture has received grants totaling \$95,000 from the Booth Ferris and Vincent Astor Foundations but additional funds are needed to cover the development and publication costs. Contact Nancy McCord, LV-NYC, 666 Broadway, Suite 520, New York, NY 10012.

Upcoming Conferences

- The Correctional Education Association will sponsor a conference called "Education in Correctional Facilities" on July 11-15 at the Am-Way Grand Plaza Hotel in Grand Rapids, Michigan. Among those in attendance will be librarians, literacy providers, and participants from other countries including Britain and China. Call (301) 277-9088.

- The Adult Literacy and Technology Second Annual National Conference will be held in Pittsburgh on July 27-31. It will cover a wide range of topics as they relate to technology, including family literacy, document readability, and software and staff development. Call Avis Meenan at (814) 863-3777.

- "The 1988 Conference on Adults with Special Learning Needs" will be held August 1-4 at Gallaudet University. For information contact Boris Bogatz, College for Continuing Education, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002 (202) 651-5044.

- The Education Commission of the States National Forum and Annual Meeting will take place August 10-13 at the Hyatt Inner Harbor in Baltimore. This year's theme is "The State of the Art: Leadership, Literacy, and Learning for a Changing America."

Contact Peggy Carle, ECS, 1860 Lincoln Street, Suite 300, Denver CO 80295.

- "The Nation's Workforce: Year 2000," to be held October 24-26 in Milwaukee, is being sponsored by the Universities of Wisconsin-Stout and Milwaukee and by the U.S. Department of Labor. Among the topics will be the multinational workforce, technological change and impact, labor perspectives, demographic trends, and business issues. Contact Deanna Applehans, Conference Coordinator, Office of Continuing Education, University of Wisconsin-Stout, Menomonie, WI 54751. Call 800-45-STOUT (or within WI 800-22-STOUT).

- The 1988 National Conference of Literacy Volunteers of America will be November 10-11 in Albuquerque, New Mexico. Contact Conference '88, 5795 Widewaters Parkway, Syracuse, NY 13214 (315) 445-8000.

BREAKING THE CYCLE



Millions of American parents, many just teenagers, do not have a high school education or the basic skills to find a job. In addition to being poor and unemployed, they do not introduce early learning and literacy into their home lives. Their children, limited by the parents' disadvantages, enter school with many strikes against them. These youngsters are most likely to drop out and carry the cycle of illiteracy and poverty into the next generation. A new 18-month project, funded by a \$722,000 grant from the William R. Kenan, Jr. Charitable Trust in North Carolina and called the Kenan/SREB Family Literacy Project, aims to break this pattern.

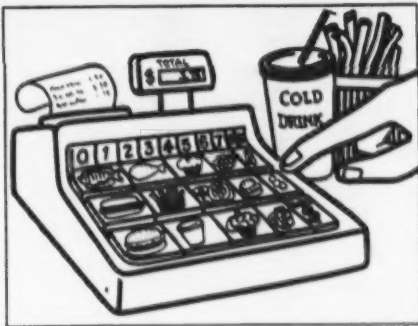
Modeled after the highly successful Parent and Child Education Program (PACE) tested in Kentucky, the Kenan Project will expand and test its program at two urban sites in Louisville and four sites in North Carolina. Eventually it is hoped that the project will extend to other locations throughout the Southeast U.S. Managed by the Southern Regional Educational Board in Atlanta, the program

attempts to reach "at risk" youngsters and their parents as early as possible. Parents who are poor and without a high school diploma are given top priority. They come to school with their three- and four-year-olds three days a week. They are given free transportation as well as breakfast and lunch. Upon successful completion of the program, they are also given a \$50 reward in the form of educational toys or games for their children. During the day, the adults get basic skills training while their children are taught a pre-school curriculum. Interaction between the two groups is paramount. For an hour each day the parents teach the children in a preschool classroom. This component of the program, known as Parents As Teachers Time, strives to transfer constructive learning patterns to the home in an atmosphere of fun and adventure.

The Kenan model also includes career counseling, skills assessment, and help finding a job or getting more education. (So far First National Bank has agreed to hire the first high school graduate of the program and it is hoped that other companies will make similar pledges.) Research and evaluation are also being built into the program so that what is learned from the experience can be passed on to other groups. Meantime, the project will provide technical assistance to groups throughout the country, including a handbook that will be available shortly.

(For more information contact Sharon Darling, Executive Director, Kenan/SREB Family Literacy Project, Starks Building, Fourth Avenue, Louisville, KY 40202 (502) 584-1133.)

DUMBBING DOWN OR SMARTENING UP?



A fast food chain replaces the numbers on its register with pictures of hamburgers. Copy machines throughout the country use illustrated charts instead of written instructions for changing paper or correcting minor problems. Typewriters with built-in dictionaries beep when a word is misspelled. Electronic scanners enter prices, tax, and totals at grocery checkout counters. Automatic teller machines perform a variety of transactions formerly handled only by people.

These are just a few of the many changes that are occurring in the workplace today. A vocal number of opponents and some segments of the media charge that instead of fighting illiteracy, employers are simply "dumbing down" the jobs so that workers won't have to read, write, or calculate at higher levels to perform them. Many others disagree, maintaining that the computerized innovations and other changes free workers from routine, monotonous tasks, permitting them to learn more complex procedures and take on more responsibility.

How much of what is going on is "dumbing down" and how much is "smartening up" workers?

To explore this subject, BCEL surveyed a sampling of business leaders, union officials, literacy researchers, curriculum and program designers, and others. Not surprisingly, opinions varied depending on the outlook and constituency of those surveyed. But one fact did emerge: this topic is not only extremely complex, it is just one thread in our rapidly changing economic and social fabric.

There was one area of agreement among all those interviewed: a unanimous dislike of the term "dumbing down." All parties called it

misleading, inaccurate, or pejorative. Tom Sticht, President of Applied Behavioral and Cognitive Sciences in San Diego, says the expression is "very misleading and applied politically." He points out that a newspaper chain writing about the military's use of comic books as teaching materials might call the practice "dumbing down" but when they lower the reading level of their own publications, they claim it is done to make them "more accessible and rapidly readable." He stresses that "every change has to be looked at in its own context—whether it has the effect of dumbing down or smartening up, reducing motivation or increasing it. You simply can't make sweeping generalizations."

Linda Stoker, head of the Cox Educational System (see p.10) and formerly with the Polaroid Corporation, joins many surveyed in pointing out that the phrase inaccurately implies a person is "dumb" instead of unskilled at a particular task. For example, she queries, "If I spoke only French and you had to translate the questions in order to interview me, does that mean I'm dumb, or that I simply haven't learned the skill of English yet?"

What is the explanation for these changes?

Sticht observes that "in a small fraction of cases work has been simplified to accommodate less skilled people" but he sees nothing wrong with this, noting that "labor-saving devices" are used by experts and highly skilled technicians as well. Larry Mikulecky, Associate Professor of Education at Indiana University, allows that "a fraction of the cases (nobody knows what percentage) involves taking a task that would ordinarily be over the head of the worker and simplifying it so that fewer mistakes are made. It takes that 20 percent of the population that does read below the 8th grade level and makes them accessible to some kind of employment, but at a minimum wage. However, in most cases, 'dumbing down' miscommunicates what is really going on." On the other hand, Margaret Hilton, a research economist for the Communication Workers of America, says "Most of my colleagues believe that what is happening is a kind of dumbing down, that the jobs are being split up and the most complex parts given to computers or just a few workers. From the companies' point of view, the dumber they can make the jobs, the less they can pay the workers." She hastens to add, however, that "in many cases the jobs are not really dumber. They require equally demanding but different skills, but the companies use this as an excuse to lower the job category."

The majority of those interviewed believe the changes are unrelated to literacy. Allene Guss Grognet at the Center for Applied Linguistics in Washington, D.C. and Tom Sticht call it a trend toward "visualization." Grognet contends "pictures make things more explainable and make work go faster and more efficiently. Not everyone learns best by the written word." Sticht points out that "having numbers on cash registers doesn't in itself teach workers anything. They just push numbers instead of pictures." Grognet further observes: "We have to accept the fact that the world changes and because it does, many of the ways we did things before change too. I don't cook the way my mother did. She did things in many steps from scratch. I use a microwave oven. The way we use language changes as well. The world after television has to be very different from the world after the motion picture; the world that gave us automation is very different too. In many areas visualization has proved very helpful. It has been a boon to teaching language for instance. Imagine the difference between trying to describe the concept of an escalator and simply showing a video of it." Tim Himmerling, spokesman for the Burger King chain, concurs, citing the age-old adage "one picture is worth a thousand words."

Others see the changes as one more step in the inevitable process of "work simplification." "Work simplification, especially, the assembly line, made the U.S. the greatest manufacturing power in the world," observes Linda Stoker. "Prior to World War II, for example, each ship was built one at a time as a complete unit rather than in parts. During the war, the assembly line was applied to heavy industry for the first time, rapidly producing a number of identical ships at the same time, known as Liberty ships. This represented a shift from individually-crafted pieces. The new process deskilled the job of shipwright, a skilled craftsman, and turned it into a bunch of little jobs that people with less training could do. It was a very efficient, swift, and effective system. It was also the beginning of a whole new way of making things at prices everyone could afford."

Stoker goes on to stress that work simplification is not synonymous with "dumbing down." "The workplace is now becoming more complex and the reason literacy is an issue at all is that formerly people who were able to do simpler jobs are now being asked to do more complex ones. The dilemma in modern manufacturing and also in industry is that work is becoming more rather than less

complex and we have in effect to smarten up rather than dumb down. There are two currents in the workplace. One is being caused by the kinds of tasks workers are being asked to do—manage a bank of computers running robotic assembly lines, read data, identify problems. Today's electronic cash registers are much more complex than the old mechanical ones. If the machine doesn't work, the checkout clerk has to make a lot of decisions and adjustments on the spot. Workers no longer have to do a lot of physical labor, but they have to do a lot more problem solving in dealing with machines when they go wrong. All the repetition is given to the machines so the human uses his or her brain more."

"The other trend is that there are fewer and fewer people as a natural resource for entry-level jobs. The general skill level is going down partly because there are fewer people coming out of school and going into the workplace and because immigration patterns have changed. People coming to the U.S. tend to be very highly skilled or unskilled."

Paul Delker, President of Strategic Educational Systems in McLean, Virginia, agrees that machines are making work more complex. "What's going on has been a trend in this country for 10 or 15 years." He points out that "calculators have not made people forget how to do basic math" and that "automatic spelling typewriters require highly literate operators who need to know syntax and spelling more than ever." For example, if a secretary using an automatic spelling typewriter types *tot* instead of *toot*, the machine won't beep because both are real words. It will beep if the typist enters a word that doesn't exist, like *thier* instead of *their*, but it won't tell the typist whether *their* or *there* is correct in the context of the sentence.

Larry Mikulecky calls the process "adjusting material to purposes." He gives an example where "the auto industry has set up an expert system so that the average auto mechanic can be almost as effective as the very best and experienced mechanic in finding rattles in cars. Basically, by responding to a series of questions that a computer generates, they're able to make decisions similar to what the person with five or six years experience can do. This certainly is not dumbing down because even to know what the questions are talking about involves a good deal of training."

Is there a downside to all these innovations that reduce effort, increase efficiency and productivity, free

the worker from repetition, and stand for general progress?

Delker believes "the downside is that many workers can't advance and learn. It creates a kind of worker class society. Those people will probably eventually be eliminated because their job function will be computerized." It has been pointed out, in fact, that already automatic scanners require fewer stock people to keep track of what is on hand. Stoker and many others concur that the workforce is becoming sharply divided. "Making jobs simple ultimately polarizes the workforce into two larger and larger classes of workers whose training and background become further and further apart," maintains Stoker. "If you think of a career ladder, you're kicking technological rungs out of that ladder so you have a large pool of semi-skilled labor and a large pool of high-level labor. The dilemma of how to get from one place to another becomes much more the burden of the individual."

Markley Roberts, an AFL-CIO economist, agrees. "We're getting more a split-skill labor market with fewer workers at in-between skills levels. This is important in terms of consumer buying power and the distribution of consumer markets. It also splits up the society making it less cohesive. I'd say for 90 percent of people at fast food chains, there's no career path."

Undoubtedly, Tim Himmerling, speaking for Burger King, would strongly disagree with this contention. He points out that Burger King uses visuals for assembling sandwiches and names of items on cash registers solely for accuracy and speed. Furthermore, he indicates that the chain offers an extensive management training program. He says that "motivated individuals can start out as an hourly employee making sandwiches, become a production assistant and train other hourly employees, move on to assistant manager, and eventually go to Burger King University in Miami where trainees learn everything a manager should know. Graduates are put in charge of a whole restaurant, then might progress to district manager or a franchise manager in charge of 10 or 15 stores."

Himmerling cites the case of Evelyn Vega who was recently chosen ABC Literacy Person of the Month. An illiterate mother on welfare, she was taken on as an hourly employee by a Burger King franchise in Connecticut in cooperation with the local

Literacy Volunteers of America program. While upgrading her literacy skills at LVA, she learned on the job, and is now in the management training program. Himmerling stresses that she was able to learn job and literacy skills at the same time.

What are the short- and long-term impacts of "job simplification?"

Stoker believes the technique can be useful in solving a company's short-term problem. Another short-term solution, though, is for companies to export less skilled jobs to other countries on the grounds that it is better to pay someone in the Third World much less than \$10 or \$15 an hour here. "But in the long run," says Stoker, "this will not meet our national needs nor will it meet a company's production needs." "Another approach is to address the skills needs of the individual. In my own view, a combination of job simplification and skills upgrading is best for the workplace in the long run."

Margaret Hilton, talking about telephone workers, says "deregulation puts pressure on the company to save every penny. Our view is that they should use employees creatively to give their customers the best possible service. The short-term benefit is the company's bottom line, but if they keep deskilling alone, workers will become bored, their motivation and attention will decline, and it will ultimately have a negative impact."

Margaret Wilke of Control Data in Minneapolis says that "We are in an industrial setting that has become more and more automated. Skills requirements for employees are escalating so we're always looking for ways to simplify work. But it's a Catch-22. If you don't simplify jobs and you don't provide people the opportunity to learn, you've got a problem. On the other hand, if you simplify the jobs but provide no opportunity for growth, you create a second-class employee. In the short-run it solves an employer's problems. In the long run it doesn't. Job simplification should be accompanied by other training to reduce turnover and make maximum use of employees. Unless you deal with the root, you're using a band-aid approach."

Delker observes that "In an electronic age there's nothing wrong with work simplification unless that's all you do. But managers must use this process so that it realizes the full potential that employees can contribute to the organization, and at the same time gives the workers full job satisfaction." A good many of those surveyed agree. ■

GUIDING LIGHTS (cont'd from p. 1)

The Economic Background. U.S. growth and world growth are tightly linked. The baseline or "surprise-free" scenario forecasts that the U.S. will grow at a rate of about 2.9 percent compared to 3.1 percent for the world as a whole. The developing nations at the threshold of industrialization will surge ahead.

Manufacturing and manufacturing jobs will decline as a share of the GNP. Where manufacturing produced some 30 percent of all goods and services in 1955, and 21 percent in 1985, its share will drop to less than 17 percent by the year 2000. Just as agriculture lost its central role in the American economy at the beginning of the century, so will manufacturing lose economic importance as the century draws to a close. The report cautions that "those who fail to recognize this inevitable trend—for example, states that try to capture new factories to boost their local economies—will be swimming upstream against a powerful tide..."

But the news isn't all bad. The downhill slide in manufacturing should not be interpreted as a decline in the American destiny, according to the report. On the contrary, it signifies an advancing stage of growth. Historically, economic development all over the world follows a predictable pattern in which agricultural production shifts to manufacturing and then to services. Indeed, the shift to services is a reliable barometer of the stage of industrial advancement that a country has achieved.

What's more, as the world economy prospers, so will ours. It will be in our own interest to help boost the economies of other countries and, as we do so, there will be new opportunities in our own future.

"The envy and anger that many in the U.S. feel toward Japan's success should not blind policymakers to the reality that as Japan (and every other nation of the world) grows richer, the U.S. will benefit—just as it is easier for a company to prosper in a rapidly growing market than to capture market share in a shrinking one.... Most of the steps that must be taken to improve U.S. competitiveness have little to do with changing the behavior of the Japanese or Koreans."

As manufacturing shrinks, a major key to the well-being of the U.S. will be improvement of productivity in the service industries. But the report warns that a serious gap is emerging between the advancing skills require-

ments of the new service economy and the poor skills of new entrants into the labor force. "It has been observed," it states, "that in the competition between the U.S. and Japan, the world's best educated lower half of the workforce is beating the world's best educated upper half." One of the things we must attend to, therefore, is substantial improvement in the education of large numbers of prospective workers. And this must, *Workforce 2000* stresses, be assigned a high place on the nation's agenda.

Just what are the service industries? Which occupations in them will grow most rapidly? And who will be comprising the new workforce?

The Service Industries. In essence, the service industries are those which do not produce goods. They create economic value without creating a tangible product, though some may add value to manufactured or other products by making them more available, as in transportation or retailing.

The nine largest U.S. industries, ranked in size according to the number of persons they employed in 1986, are shown in the following figure (*Workforce 2000*, p. 22):



The Changing Job Mix. The above list indicates that many commonly-held assumptions are untrue—for example, that service industries are synonymous with "an information economy" or that service jobs are low quality jobs. The fact is that many of these services have nothing to do with information, and that many—in medical care, finance, and transportation, for instance—are capital and technology intensive. They require extensive knowledge and training, and they pay premium wages.

Workforce 2000 forecasts that the job prospects that will quickly outstrip opportunities in other fields are the professional and technical, managerial, sales, and service jobs. The fastest growing fields? Lawyers, scientists, and health professionals. The disappearing

ones? Not surprisingly, machine workers and assemblers, miners, and farmers. The Table at the right shows the changing occupational structure in more detail (*Workforce 2000*, p. 97):

Rising Educational and Skill Requirements. The fastest growing jobs show a striking trend toward higher educational requirements. Between now and the year 2000, for the first time in history a majority of all new jobs will require some postsecondary education. The median years of schooling required will be 13.5 compared to 12.8 for present-day workers. Almost a third of all jobs will be filled by college graduates. Today, only 22 percent of all occupations require a college degree. Indeed, many professions will call for nearly a decade of study following high school. And even the least skilled jobs will require a command of reading, computing, and thinking that was once necessary only for the professions.

Higher Language, Math, and Reasoning Skills Will Be Needed. Analysis shows that most jobs will require much higher levels of math, language, and reasoning ability. When these specific skill requirements are averaged, only 4 percent of the new jobs can be performed by persons at the lowest skill levels, compared to 9 percent today.

Low-Skill Jobs Are Declining. While the overall pattern of growth is weighted toward higher skilled occupations, very large numbers of new jobs will be created in some medium-to-low-skilled fields. In fact, in absolute numbers the biggest job categories to be created will be service occupations, administrative support, and marketing and sales, which together will account for half of the net new jobs.

In the service category, the largest groups of workers will be cooks, nursing aides, waiters, and janitors. Among administrative support jobs, secretaries, clerks, and computer operators will predominate. In marketing and sales, most of the new slots will be for cashiers. With the exception of computer operators, most of these large categories require only modest levels of skills. But even for these jobs, which typically fall in the middle range of skills needed for present jobs, workers will be expected to read and understand directions, add and subtract, and speak and think clearly. In other words, jobs now in the middle of the skill distribution range will become the least skilled occupations of the future. For unskilled workers job opportunities will be very scarce.

THE CHANGING OCCUPATIONAL STRUCTURE, 1984-2000

Occupation	Current Jobs (000s) 105,008	New Jobs (000s) 25,952	Rate of Growth (Percentage) 25
Total			
Service Occupations	16,059	5,957	37
Managerial and Management-Related	10,893	4,280	39
Marketing and Sales	10,656	4,150	39
Administrative Support	18,483	3,620	20
Technicians	3,146	1,389	44
Health Diagnosing and Treating Occupations	2,478	1,384	53
Teachers, Librarians, and Counselors	4,437	1,381	31
Mechanics, Installers, and Repairers	4,264	966	23
Transportation and Heavy Equipment Operators	4,604	752	16
Engineers, Architects, and Surveyors	1,447	600	41
Construction Trades	3,127	595	19
Natural, Computer, and Mathematical Scientists	647	442	68
Writers, Artists, Entertainers, and Athletes	1,092	425	39
Other Professionals and Paraprofessionals	825	355	43
Lawyers and Judges	457	326	71
Social, Recreational, and Religious Workers	759	235	31
Helpers and Laborers	4,168	205	5
Social Scientists	173	70	40
Precision Production Workers	2,790	61	2
Plant and System Workers	275	36	13
Blue Collar Supervisors	1,442	-6	0
Miners	175	-28	-16
Hand Workers, Assemblers, and Fabricators	2,604	-179	-7
Machine Setters, Operators, and Tenders	5,527	-448	-8
Agriculture, Forestry, and Fisheries	4,480	-538	-12

Source: Hudson Institute.

The Looming Mismatch. The problem that looms becomes apparent when all of this is juxtaposed with the inadequate skills of the developing workforce. As it is, the low levels of basic skills among today's 21-25 year-olds, as found in the recent National Assessment of Educational Progress, is a matter for concern (as is the skills levels of much of the current workforce). This problem is compounded by the composition of the new entrants into the labor force, many of whom are disadvantaged and not well matched to the jobs the economy is creating.

Between now and the year 2000 the population and the workforce will grow more slowly than at any time since the 1930s. The average age of both will rise and the pool of young workers will shrink.

Minorities will comprise a larger share of the pool of new workers, making up 29 percent of the entrants into the labor force, twice their current share. Immigrants will represent the largest share of the increase for the first time since World War I. Some 600,000 legal and illegal immigrants are projected to enter the U.S. annually for the rest of the century. More women will be working as well. More

than 60 percent of all women of working age are expected to have jobs by the year 2000, representing almost two-thirds of all new workers. (They will still be concentrated in jobs that pay less than men's jobs, but they will be rapidly entering many higher paying professional and technical fields.) Non-whites, women, and immigrants together will comprise more than five-sixths of the net additions to the workforce, though they make up only about half of the workforce today.

Changes in the job market will affect the different groups in different ways. Older workers who lose jobs will be hard-pressed to match previous salaries when they find new ones. While young whites may find their job prospects improving, for black men and Hispanics the job market will be particularly difficult. In contrast to their rising share of the new entrants into the workforce, black men will hold a declining fraction of all jobs if they simply retain their current share of various occupations. Black women, however, will hold a rising portion of the new jobs, though this increase will be less than needed to offset their growing share of the workforce.

Among the various implications of the new national scenario is that with more single mothers and two-parent households at work, employers and government will need to reconcile the demands of the workplace and the family. Arrangements will be needed for part-time work, flexible hours, pregnancy leave for parents, and so forth. Daycare, like health care in the 70s, will claim a rising portion of national income. (Currently, only about 2,000 of the nation's six million employers provide daycare as a fringe benefit, though the evidence is that those who do have less turnover and absenteeism, and higher worker productivity, than those who don't.) Indeed, in the next decade and beyond, policies and patterns of child-rearing, taxation, pensions, hiring, compensation, and industrial structure will need to change to conform to the new realities.

Most pointed with regard to education is that if new efforts to employ minority workers are to succeed where others have failed, the entire public education system will need radical overhauling: "Traditional job training and employment programs by themselves are unlikely to have profound impacts on the success of minority youth. Unless the \$127 billion public education system can somehow be better harnessed to serve minority youth, a \$4 billion Job Training Partnership Act can make only a small dent in the problem."

The study sees employers having a new and more extensive role to play in the development of their workforces. It holds that they are among the most knowledgeable designers of cost-effective training programs and that "second chance" educational systems developed at the worksite are likely to play a key role. But it also calls for government-funded R&D programs aimed at improving the nation's productivity.

The concluding words of *Workforce 2000* are these:

"Promoting world growth, boosting service industry productivity, stimulating a more flexible workforce, providing for the needs of working families with children, bringing minorities into the workforce, and improving the educational preparation of workers are not the only items on the nation's agenda between now and the year 2000 but they are certainly among the most important. More critically, they are issues that will not go away by themselves. If nothing unusual is done... they are likely still to be with the nation at the beginning of the next century." The time to address them is now.

(cont'd on p. 8)

GUIDING LIGHTS (cont'd from p. 7)

Toward A More Perfect Union

Toward A More Perfect Union is a Ford Foundation report by Gordon Berlin, recent Deputy Director of Ford's Urban Poverty Program and Andrew Sum, Professor of Economics at Northeastern University. The report's main thesis is that a "concerted national effort to address the current crisis in basic skills would advance the nation's goals..." The report implies the need to analyze the consequences of inadequate skills in concert with their effects on the decline of the nation's work productivity and it asserts that policy planners and legislators must develop more unified responses to the interlocking problems of Basic Skills, Poor Families, and Our Economic Future, the report's subtitle.

The authors bring together a wide range of valuable research studies and statistics to demonstrate that those without basic academic skills, defined as the ability to read, write, communicate, and compute, are more likely to become school dropouts, teenage parents, jobless, welfare dependent, and involved in crime—an endless cycle which bears a distinct relation to the future well-being of workers, families, firms, and the country as a whole.

The connection between these problems may appear self-evident. "Yet the researchers and practitioners who work on these issues generally view them as distinct problems. Sociologists and social workers focus on the family and teenage pregnancy, educators concentrate on schooling and dropouts, and labor economists emphasize employment and training. This has led to a circle of endless 'mysteries' and 'puzzles' that have some of the finest researchers and leaders in the country concluding that we simply do not know what to do about these problems." Happily, the authors maintain that we do know what to do. However, we have been treating problems singly and with short-term solutions in mind rather than as interrelated patterns requiring long-term strategies and goals. The strength of this report lies in the careful use of thorough statistical analyses to belie many of the stereotypical conclusions and traditional attitudes which govern much of our present approach to educational and social problems.

Item: It is a mainstream attitude that unemployed young people are "lazy," and that there are plenty of jobs "out there" if only they would get out and look.

Fact: The transformation of the nation's economy since the late 1940s, from a manufacturing to a service base, has had a devastating effect on all young people and has been especially severe for those deficient in basic academic skills. The authors report that in the early 1970s nearly 60 percent of 20-to 24-year-old men were able to earn enough to support a family of three; by 1984 only 42 percent could do so. In early 1974, black men aged 20 to 24 held half of the blue-collar craft, operative, and foreman jobs; by 1984 they held only about a quarter of such jobs. The big untold story in the decline of the manufacturing sector was this "silent firing" of young workers—those who were never hired to replace retiring workers. Those jobs are just not out there.

Item: There is a popular belief that the numbers of teenage pregnancies and single-parent households, especially among minorities, is a sign of moral decay in our times.

Fact: The rate of out-of-wedlock childbearing among all single women has stayed about the same in the past decade and has declined for blacks. The wage stagnation of the 1970s and the recession of the 1980s severely affected the earnings capacity of young men, especially those with limited skills. Women are less likely to marry men who can't support them even when these men have fathered their children. Men without adequate earnings are equally less likely to marry. Hence, the single-parent household among minorities is a sign of profound economic change unrelated to individual morals.

Item: Students who are poor academic achievers and drop out of school are usually stereotyped as lacking in native ability, an attitude which all too often becomes a self-fulfilling prophecy.

Fact: Lack of achievement is most often related to lack of effort, not lack of ability. Dropouts who have second-chance opportunities succeed in programs where teachers have high expectations which are also self-fulfilling.

The authors refer to report after report in which employers have confirmed the growing importance of education and literacy in our changing economy. This is buttressed by their statistical analysis which points to the absolute necessity for improving the nation's productivity through greater efficiency in white collar and service jobs—a management and sociological challenge of the first magnitude. Those white-collar and service jobs will have to be filled by people who are now

educationally and economically disadvantaged. In short, economic, occupational, and demographic changes have heightened the importance of tending to basic skills.

Basic skills and economic growth are interdependent. Without adequate growth, there will not be enough jobs for those with limited skills, while at the same time, a less skilled workforce will impede economic growth. We must intervene, the report concludes, at every point in the cycle of poor achievement, school dropping-out, teen parenting, joblessness, welfare dependency, single-household parenting, and poverty, not just for the sake of each individual life but for the sake of a "more perfect union." Legislators are grappling with programs in each of these areas already, but most of the effort is not focused on the crucial intertwinings.

Using data from the National Longitudinal Surveys of Youth Labor Market Experience, the authors estimate that if we could raise the mean tested basic skills of young adults by even one grade equivalent, the subsequent change in lifetime earnings, out-of-wedlock births, welfare births, welfare dependency, and arrests would be significant enough so that any investment in basic skills should be extraordinarily cost-effective.

While the challenge is of immense proportion, the authors maintain that it is essential to give special attention to the academic and vocational skills of those at the bottom of the ladder. The action agenda they propose includes the following:

- Offer a continuum of services for both parents and children in recognition of the intergenerational causes of low basic skills.

"It is unlikely that we will be able to make a major difference for the child unless we place equal priority on education and academic remediation for the parent." Early language inadequacies impair overall intellectual development, social skills, and psychological health. Head Start's educational programs for children and Job Corps' education and parenting programs for mothers are given as examples of programs that would produce larger gains if linked than they do as independent forms of intervention.

- Address the phenomenon of summer learning loss, especially during the neglected middle school years when students learn the basic academic skills they will need for a lifetime of learning and working.

The report finds that "80 percent of the difference between advantaged and disadvan-

tagged children in year-to-year learning occurs during the summer." It points to the Summer Training and Education Project (STEP) as one model that has had encouraging results from its first two summers.

• *Smooth the transition from school to work for high school graduates who are not college bound.*

"We have the least well articulated system of school-to-work transition in the industrialized world." American guidance and counseling services are geared almost solely toward the needs of the college bound. We have failed to make investments in postsecondary education, training, and apprenticeship programs for all who leave school. The report suggests that the success of Jobs for America's Graduates (JAG) indicates that such school-to-work transition programs should be an integral part of the high school curriculum. JAG currently operates in 13 states and 275 high schools.

• *Build a strong vocational training, retraining, and apprenticeship system.*

During the past two decades, a smaller proportion of young high school graduates has been able to secure full-time jobs in the first year after graduation. Efforts to strengthen the nation's training system will require a variety of actions to correct this situation. Two recommended by the authors are to: (a) create a national technology-investment act to help nonprofit organizations purchase new equipment, materials, and technologies that have proven effective; and (b) to set up comprehensive programs in housing projects. Combining aspects of (a) and (b) could produce especially good results, and, drawing on the experience of projects funded by Ford, the report illustrates how this interweaving might be done.

"It isn't that we don't know what to do." The challenge is "to do it on a large enough scale and on a sequential basis so that each intervention in the developmental process will be a stepping stone to the next." This means "moving beyond building good independent programs to establishing entire systems." Only such comprehensive approaches will help to "break the cycle of transferring deficient skills—and hence, poverty, dependency, and underemployment—from generation to generation."

(*Workforce 2000* is available for \$4.50 from The Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402, 202-783-3238. *Toward A More Perfect Union* is available at no cost from the Office of Reports, The Ford Foundation, 320 East 43rd Street, New York, NY 10017.) ■

IN THE STATES



Human Investment In Michigan

In 1986 the Michigan Governor's Office for Job Training inventoried job training programs and found that more than 50 state-level funding sources were supporting hundreds of local programs in nine different departments of state—spending over \$500 million in state and federal funds a year. At the same time, the Adult Literacy Task Force (convened by the Governor's Cabinet Council on Human Investment) concluded that the state had a maze of literacy programs and services, with differing policies, practices, and outcomes. A third group, the Governor's Blue Ribbon Welfare Commission, reached similar conclusions. So the Governor's Office set out to make a "system" of the state's haphazard array of programs, policies, and resources.

The result was the creation of the *Michigan Human Investment Fund* and the *Michigan Opportunity Card*, a set of connected mechanisms organized under the general rubric of The Michigan Human Investment System. The Fund will keep track of all educational services in the state and serve as the collection and distribution agent for all state (and federal) job training and basic education funding for these programs. The Fund's objectives are to manage the Opportunity Card (described below), coordinate and oversee joint ventures of all state departments and agencies, and develop standards of program accountability and effectiveness (distributing funds to provider groups based on demonstrated results). The Fund will also work to leverage private resources.

The Opportunity Card, a plastic card resembling a regular credit card, will be offered to every Michigan adult wanting or needing general or job-related basic skills improvement. The card will serve as a convenient tool by which an individual, "the customer," gains access to a wide variety of job training, education, assessment, referral, and placement services in the state. Information about the individual's educational needs and

achievements will be imbedded in a tiny chip on the card so that as the card is used the Fund will be able to direct the person to whatever educational program is needed and suitable at that time. A number of services will be available to the user: assessment of the cardholder's basic skills needs as they relate to employability and eligibility for various programs, guidance on job training and basic skills programs in the cardholder's community, help with developing a personal plan of action for the cardholder to pursue in upgrading his or her skills, referrals to training and education services, and job placement help.

The state has four broad goals in introducing the Card: to match present resources to changing workplace needs, to create a competitive "marketplace" for adult job training and education services, to develop a stronger link between state government and the people, and to reinforce training and lifelong learning as an ongoing value.

The Fund will be managed by a board made up of the directors of the various state departments and agencies as well as representatives of the private sector. With guidance from the board, the Fund will be responsible for financing activities pursued under the Opportunity Card and for "establishing and implementing policies leading to improved accountability and return on investment."

The new Fund (a government management tool) and the Card (an individual access tool) are to be implemented later this year. (It is worthy of note that Michigan may also set up a Michigan Skills Fund to provide interest-free loans to businesses wanting to upgrade the skills of their employees.)

(For more information, and a copy of *Countdown 2000: Michigan's Action Plan for a Competitive Workforce*, contact Gary Bachula, Director, Governor's Cabinet Council on Human Investment, 300 S. Washington Square, Suite 530, Lansing, MI 48913, 517-334-6085.)

And Elsewhere...

• In March, Missouri Governor John Ashcroft and Secretary of State Roy Blunt (Chair of the Governor's Advisory Council on Literacy), announced the creation of a new statewide literacy foundation, Literacy Investment for Tomorrow (LIFT). LIFT will seek and then channel private sector funding to literacy programs. It will also serve as a clearinghouse of information on literacy. **Southwestern Bell Foundation** has pledged \$250,000 to LIFT in start-up funds and is encouraging the state's business community to follow its lead. ■

CORPORATE LITERACY ACTION

New Technical Assistance Service For Employers

A new company, Cox Educational Services, has recently been established to provide job-related basic skills and other technical assistance services to companies, small businesses, and other employers with workplace education needs. Linda Stoker, who developed and managed the Fundamental Skills and Technology Readiness Programs for Polaroid Corporation, is heading up the new service. She will operate with a team of experts from offices in Cambridge, Massachusetts and Dallas, Texas. A third office will be opened on the West Coast by the end of the year.

Cox staff will go into companies on request to help them analyze the basic skills requirements of jobs and groups of jobs and to assess the skills levels of employees performing those jobs. Help will also be given on curriculum and program development, staff and teacher training, and program administration and evaluation. The staff is familiar with high and low tech manufacturing environments, business and clerical operations, and other employment settings. It is experienced in working with organizations ranging in size from a five-member shop to very large corporations.

(For more information call Linda Stoker or Mike Higgins at 617-577-1529 or 214-220-3630.)

A Partnership At Ford

In 1982, Ford Motor Company and the United Auto Workers set up a company-wide Skills Enhancement Program under which each Ford plant had autonomy to develop an employee basic skills program suited to its particular circumstances. A year later Ford's union-management committee in Ypsilanti linked up with Eastern Michigan University (EMU) to set up a pilot program for its employees called The Academy.

Using Whole Language Principles. EMU had already developed a whole-language instructional approach for the basic skills and ESL services it offered to adults in the surrounding community. (The whole-language approach builds listening, speaking, reading, and writing skills around the everyday life experiences, knowledge, and motivations of the learners. It does not teach syllables, or parts of speech, or skills in isolation from the

everyday uses to which they will be put.) The Academy now tackled the task of adapting EMU's system to the new context of an automobile manufacturing plant. As the program evolved in the Ypsilanti factory setting, basic skills instruction came to be carried out in small groups of workers at varied skills levels. A typical session is broken down into silent reading of individually-selected texts, discussion of high-interest adult themes, group reading and discussion of texts related to those themes, and writing about the topics under discussion.



Autoworkers in Ypsilanti Math And Reading Class

As the Academy staff got to know the workers, they discovered that many were apprehensive about statistical process control (SPC) because they lacked adequate math skills to handle charts and graphs. (SPC is a new quality control process being introduced into the plant.) Yet most were more highly motivated to take part in a job-related math program than in the reading and writing program because they saw "being rusty in math" as carrying less stigma than "needing help with my literacy skills." Most also saw "learning a new technology" as a high status, important goal. Academy staff felt that prior efforts by UAW-Ford to teach SPC-related math skills were limited by the traditional teaching methods used. Workers weren't able to apply what they learned to their jobs. So the Academy decided to develop a math program also based on whole-language principles. A typical session focuses on practical math needs found on the shop floor or in the workers' daily lives—for example, math needed to construct a driveway, repair a car, deal with property tax increases, analyze auto sales statistics, or handle plant safety and production figures. For each problem, learners first figure out the answer on paper as best they can. They then analyze in writing and in group discussion how they figured out the answer.

This focus on learners' existing interests and abilities helps to assure the "personal

growth" that UAW-Ford has set as a goal of its basic skills program. The workers develop self-confidence when they see that their own knowledge and interests are valuable to themselves and to others. Self-confidence is not "taught" in isolated, artificial "self-esteem" exercises, but developed in the context of real uses of meaningful written and spoken language in familiar social and working contexts.

For this whole-language approach to work, disciplined and sustained study is essential according to Academy staff. Thus, dropping in and out of classes is not allowed and any activities which tend to isolate one learner from another are avoided. The staff feels that too much isolation impedes the growth of self-confidence which comes in part from learning to work cooperatively in a group.

Computers also have a role in the Academy program. "We would be cheating learners if we didn't teach them how to use computers," notes Academy director Rena Soifer, "because that's what they'll need in the work situation and it's what they ask for." However, computers are used as a supplementary instructional tool and their place in the overall educational program has been carefully planned.

Carefully-selected, well-trained, and committed staff are essential to the program. Moreover, familiarity with non-standardized measures of achievement, such as personal interviews, is vital for making the program responsive to the affective and social needs of the workers as well as their cognitive skills. Academy staff are relatively free to develop whatever assessment procedures they consider appropriate. "The affective is very important" says Rena Soifer, "but many people don't understand that because it can't be broken down and measured with numbers." Staff from EMU stress that they have had the full and active support of the UAW-Ford management team, and that this has been instrumental to the program's success.

At the national level, UAW-Ford recognizes the value of the Ypsilanti approach, not only because it has improved workers' reading, writing, and math skills, but because it is also developing critical thinking, team participation skills, and other "higher order" skills. Brian Elrod, Associate with the UAW-Ford Skills Enhancement Program, points out that more and more Ford workers will need these skills as the company moves into the future. In pilot projects in some plants, traditional assembly-line arrangements are moving to-

ward team approaches in which individual employees work together as a group to assemble larger sections of the car at one time. This gives the workers a greater sense of control over and responsibility for their product. At the same time, they need a higher level of skills to interpret and solve problems, to perform daily calculations, and to record and assess information.

The UAW-Ford National Education, Development, and Training Center helps local plants identify educational resources like

those developed at Ypsilanti. Education staff in other Ford plants—and in other companies within and outside the auto industry—are in varying stages of adopting the Ypsilanti model. And the U.S. Department of Labor has provided funding to adapt the Ypsilanti math program for wider workplace use.

What makes the UAW-Ford-EMU model special, apart from its scale, is the degree to which employees themselves are encouraged to participate in the design of the ongoing program. Donald Petersen, Chairman and

CEO of Ford, recently pointed out that "When given the opportunity, the time, and—most importantly—the training, [employees] can and will contribute positive ideas that solve work-related problems, improve the work environment, and enhance work relationships."

(For more information, contact Rena Soifer, UAW-Ford-EMU Academy, Ford Motor Company, 128 Factory Street, Ypsilanti, MI 48197, 313-484-9389, or Brian Elrod, Skills Enhancement Program, UAW-Ford National Center, PO Box 6002, Dearborn, MI 48121, 313-390-4414.)

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND ASSISTANCE

The Arkansas Business Council has made a grant of \$10,000 to the Governor's Commission on Adult Literacy. These funds are supporting an adult education survey of 1,600 businesses, education, and other institutions in the state, which will serve as a basis for planning of the state's literacy efforts.

Astro Beel, Berkshire County Savings Bank, Berkshire Life, Country Curtains, Golub Foundation, Kay-Bee Toys and Hobby Shops, Mead Paper, Peirce Industries Integral Construction, Shaeffer-Eaton, Stop and Shop Foundation, Wards Nursery, Wayne Prue Hard Hat, and Wohries Inc. are among the donors to Literacy Volunteers of Berkshire County (MA) so far this year.

Consolidated Edison recently sponsored a writing awards program for participants in adult basic skills programs in the Bronx. Winners were selected from 150 entries by a panel including literacy students. Winning entries will be published in an anthology which programs can use as reading material.

The Joseph Drown Foundation has granted \$40,000 to California Literacy for its work in the Los Angeles area.

Fidelity Bank and Provident National Bank hosted luncheon meetings given early this year by the Philadelphia Mayor's Commission on Literacy.

The Florida Panhandle Private Industry Council has donated texts and a VCR and color monitor for use in tutor training by the Literacy Volunteers of Washington County, FL. **South-east Banking Corporation** has supported the program with a financial contribution of \$500, mailings, and the help of a local branch president who serves on the program board and assists with legal and promotional matters. The personnel director of major employer **West Point-Pepperell** also serves on the program's board.

The Long Beach Press-Telegram and **The Orange County Register** raised public awareness and funds for literacy at a game between the **Los Angeles Clippers** and **Cleveland Cavaliers** professional basketball teams in February. Prior to the game, staff members of the two newspapers first played each other in a charity basketball scrimmage and then presented California Literacy with a check for \$1,000.

The New York Times' Manhattan headquarters is being used by Literacy Volunteers of New York City as a meeting space for its Intensive Program. Using an innovative small-group learning format, the Program emphasizes peer-teaching around personally-compelling themes.

Prudential Insurance Company in April provided meeting facilities for the tenth annual state conference of Literacy Volunteers of New Jersey.

Standard Alaska Production Company has donated \$5,000 to the Anchorage Literacy Project to support volunteer tutor

training. **Alaska Airlines** donated two roundtrip airline tickets to enable two project representatives to attend the national Laubach conference in San Diego in June.

PLANNING, AWARENESS, AND RESEARCH

The American Society for Personnel Administration has conducted a survey to clarify the level of interest its members have in the issue of workplace literacy.

Fox Broadcasting Company has been running PSAs on behalf of the Contact Literacy Center which feature a star from the network's "21 Jump Street" series. New York City affiliate WNYW has been working with area libraries on a "Reading for Fun" campaign. Central to the campaign are cartoon posters designed by pop artist Keith Haring, who as "The Graffiti Kid" first achieved recognition for his subway posters.

The Greater San Diego Chamber of Commerce and the San Diego Council on Literacy co-hosted a half-day conference titled "Creating a More Productive Workforce—The Challenge to Business." This conference was a follow-up to an October PLUS business breakfast and provided corporate representatives with advice on how to deal with the basic skills needs of their employees. The President of the **San Diego National Bank** (who serves as the Council's Finance Chairperson) and representatives of **Wells Fargo Bank, Polaroid Corporation, People Computer Company, and Leash Communications** were conference speakers.

The Jaycees of Greensboro, Winston-Salem, and High Point, NC teamed up earlier this year to host a workplace literacy conference for area business leaders. Governor James Martin gave the opening address. **American Express Travel-Related Services** provided facilities for the conference.

Mellon Bank vice president, Richard Torbert, recently received the 1988 literacy award of the American Library Association's Trustee Association. The award was in recognition of Mr. Torbert's leadership on behalf of libraries and literacy efforts in Pennsylvania and at the national level.

The National Association of Private Industry Councils focused on workplace literacy in the lead-off session of its fifth annual conference, held in Orlando in April.

The Philadelphia Tribune runs a column on adult literacy activities in its weekly education supplement.

Pizza Hut sponsored a literacy luncheon for business and government leaders at the Hawaii Governor's Mansion in April. **Aloha Airlines** provided entertainment, and **IBM, Oceanic Cable, and Sheraton Hotels** provided speakers. Oceanic Cable is also airing the "Learn To Read" adult basic skills series developed by Kentucky Educational Television.

The Princeton (NJ) Area Chamber of Commerce hosted a workplace literacy conference for local businesses in April. **Merrill Lynch** provided meeting space for the conference. A representative of the New Jersey Division of Taxation described the in-house basic skills program it has set up for employees unable to pass civil service exams required for promotions.

Training magazine did an update on the employee basic skills problem in its April 1988 issue.

The United Auto Workers Labor Employment and Training Corporation is researching existing employee basic skills efforts in order to clarify options for interested employers and unions.

EMPLOYEE BASIC SKILLS PROGRAMS

The American Banking Association, at its annual conference in Orlando in June, presented an employee basic skills workshop for local bank training officers. Larry Mikulecky of Indiana University, under BCEL auspices, gave detailed, practical help on how to design suitable skills programs in the industry.

The Amalgamated Clothing & Textile Workers Union has developed a basic skills curriculum for immigrant workers in New York City. The curriculum focuses on themes taken from the lives of participating workers on and off the job.

In collaboration with Caldwell Community College, **Brøyhill Furniture Company** uses both tutors and computers in the basic skills program it operates for 150 employees in its North Carolina plant.

The Coco Palms Hotel in Kauai, HI operates a basic skills program on company premises in which employees tutor fellow employees. A curriculum is used which includes vocabulary and concepts encountered on the job. **Coco Palms and Big Save, Inc.** collaborate with the Kauai Mayor's Council for Literacy on this project and in other community literacy efforts.

Duke Power Company operates a beginning- to GED-level employee basic skills program in collaboration with the York County (SC) Adult Education Agency. The program prepares workers to handle tests mandated by the Nuclear Regulatory Commission, among other job-related literacy requirements. The company's in-house literacy task force has also recommended rewriting of internal correspondence to make it more understandable for all employees.

H.J. Heinz provides space and supplies to the Greater Pittsburgh Literacy Council which operates its employee basic skills program.

Honeywell's Micro Switch Division offers basic skills classes to its employees in collaboration with Highland (IL) Community College.

RJR Nabisco is working with Literacy Volunteers of New Jersey to train employees to tutor fellow employees or residents of the Fair Lawn community where the company operates a bakery.

Pillsbury/Green Giant incorporates reading materials found on the job into the employee basic skills program it operates in collaboration with the Rockford (IL) Area Literacy Council.

7-Eleven stores in Hawaii refer job applicants with weak basic skills to the Kaihi-Palama Immigrant Service Center. The company has hired twenty graduates of the program as full-time employees.

AVAILABLE FROM BCEL

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers wishing to address the basic skills problems of their own workforce. It gives step-by-step guidance on how to plan and implement an effective job-related basic skills program and includes a listing of resource persons and background reading material (\$5.00).

• **Developing An Employee Volunteer Literacy Program** is a 12-page how-to-do-it guide for employers wishing encourage their employees to volunteer as tutors and in other capacities to help literacy groups in their communities (\$1.00).

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy planning and providing groups to use in their fund development efforts with business. (No cost for up to 25, on a one-time basis only, and 10¢ a copy thereafter.)

• Back issues of the *BCEL Newsletters* are available at no cost for up to 6 copies and at 25¢ per copy thereafter. Newsletter articles may be reproduced without permission, but must be reproduced in their entirety with attribution to BCEL. A copy of the publication in which reprinted material is presented should be sent to BCEL.

• BCEL's *State Directory of Key Literacy Contacts* is an aid for businesses that want to explore ways to provide funding or other help to adult literacy programs in their states and

communities. State and local planning groups may also find it useful (\$5.00).

• **TURNING ILLITERACY AROUND: An Agenda For National Action** consists of two BCEL monographs which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action (\$10.00 the set).

• **PIONEERS & NEW FRONTIERS** is a BCEL monograph which assesses the role, potential, and limits of volunteers in combating adult illiteracy (\$5.00).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved your order must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

IN THE WORKS

Two new BCEL publications are scheduled for release by October and details will be announced in that issue of the Newsletter. In one project, BCEL and the Literacy Task Force of the American Bar Association are cooperating on a leaflet for the business community tentatively titled: *The Law & Literacy*. In the other, a detailed guide for local and state literacy programs will provide information about the corporate giving world and tips on how to effectively present literacy programs for corporate funding.

BCEL Professional Advisors

William Bliss
President
Language & Communication
Associates

Jeanne Chail
Director, Reading Lab
Graduate School of Education
Harvard University

Helen Crouch
Executive Director
Literacy Volunteers of America

Paul Delker
President
Strategic Educational Systems

Jean Hammink
Director
Urban Literacy Dev. Fund

David Hargreaves
Executive Producer & Head,
Adult & Continuing Education
British Broadcasting Corp.

David Harman
President
Institute for Corporate Education

Barbara Holmes
Director, Adult Literacy Project
Education Commission of
the States

Judith Kokloski
Executive Director
American Association for Adult
& Continuing Education

Larry Mikulecky
Director, Learning Skills Center
Indiana University

Julia Palmer
Executive Director
American Reading Council

Susan Peterson
Vice President
The HRD Department, Inc.

Dorothy Shields
Director, Education Programs
AFL-CIO

Wood Smethurst
Director, Reading Center
Emory University

James Souby
Executive Director
Council of State Policy
& Planning Agencies

Stephen Steurer
Executive Director
Correctional Education Assn.

Tom Sticht
President
Applied Behavioral and
Cognitive Sciences Corp.

Linda Stoker
Vice President
Cox Educational Services, Inc.

Peter Waite
Executive Director
Laubach Literacy Action

Mary Greich Williams
Director, Div. Adult Education
Indiana Dept. of Education

Chris Zachariadis
Executive Director
Association for Community
Based Education

BCEL Officers & Staff

Harold W. McGraw, Jr.
President

Gail Spangenberg
Vice President &
Chief Operating Officer

Dan Lacy
Vice President

Paul Jurmo
Sr. Program Associate

Bess Heitner
Researcher & Writer

Ruth Weinstock
Research Associate

Mary Keenan
Exec. Sec. & Admin. Asst.

Aimaz Lee
Sec. & Admin. Asst.

*On part-time consulting basis

Business Council for Effective Literacy
1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

I noted in the last issue of our newsletter that BCEL had encouraged the Southport Institute for Policy Analysis, headed up by former Carnegie Corporation president Alan Pifer, to embark on a major new project to analyze and produce recommendations on the role of the federal government in adult literacy. The project is now nearly five months old and it will result soon in a detailed policy paper suggesting how the federal government can best work with state and local government, the business community, and others in a comprehensive, long-range approach to the illiteracy problem.

Alan Pifer and Study Director Forrest Chisman have already consulted with dozens of literacy experts, legislative and government officials, and business executives throughout the country. They tell me that the project has found a receptive environment on all fronts, including both sides of the aisle in Congress. This reaction and the ready cooperation of so many people certainly attest to the timeliness of the effort.

SIPA has commissioned several special papers from a team of expert consultants as background for the paper. One topic they are examining is what it will take to train a much larger cadre of basic skills teachers and managers. Another is the form and agenda of a new national literacy center, which is seen by BCEL and numerous other literacy groups in the field as vitally needed to move the field forward. The goal of the overall project is to provide guidance on what needs to be done, especially by the federal government, to develop an expanded and effective literacy delivery system and raise the field to higher professional stature.

A preliminary report will be issued by SIPA before or shortly after the presidential election, this to be followed by a final version by the end of the year. SIPA is also considering various kinds of follow-up activity after that. BCEL will help disseminate the results by de-

voting a major portion of our January 1989 newsletter to a review of the final report.

In the meantime, though, I draw your attention to the feature article in this issue of our newsletter. It discusses the problems and causes of homelessness in America, the role of illiteracy, and steps being taken to provide literacy services to the homeless. The case for increased attention to this area of need is truly compelling and represents an extraordinarily difficult challenge for all of us in the coming months and years.

Homelessness is a complex and immense problem. Its nature and scale are only beginning to be understood, and solutions are for the most part still in the making. Nevertheless, it is encouraging that many promising steps have already been taken—by community groups, state agencies, and most recently the federal government in the form of the McKinney Act—and they deserve and need the full support of the public, very much including the business community.

As the feature article points out, providing basic skills services to homeless persons in need of such help is one vital ingredient in efforts to turn the overall problem around. But, clearly, to have the best chance of succeeding, these services will have to be based on a realistic understanding of the harsh circumstances in which homeless people find themselves. And they will need to be linked to a wide range of other services which address the larger needs for housing, health care, and jobs. We hope our feature article will shed some light on both the problems and the possibilities.

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DOUBLE JEOPARDY: Homeless & Illiterate



In New York City, a single mother and her two children live in a welfare hotel where crime, drugs, vermin, and bureaucratic regulations make their lives a living hell. In Chicago a fire destroys the apartment and all the possessions of a family already on welfare forcing them out on the street. In Charleston, a construction worker injured on the job but not covered by worker's compensation or other benefits can no longer pay the rent and he and his family are evicted. In San Antonio a former auto worker from Detroit and his two sons have been sleeping next to a highway for four months. He sells his blood twice a week, sometimes making \$100 a month, to feed his children. In Allentown a laid-off steelworker sleeps in his car at night and goes to soup kitchens for food during the day. In New Orleans an unemployed couple from another state and their three children walk the streets rather than be separated. While seeking help from various city agencies, their car is vandalized and their few belongings stolen. In Denver two low-income parents are laid off and their new jobs do not pay enough to meet their rent. Because the state does not provide assistance to two-parent families, the family is forced to split up.

These are just a few of the growing number of "new homeless"—people who, through no fault of their own, almost overnight find themselves without food and shelter. Americans have always cherished the notion that one of our most basic rights is having a home of our own. But for millions of us this has become an

(Cont'd. on page 4)

The illustrations shown above and on pp. 4 and 5 of this article are from *Working With Homeless People: A Guide for Staff and Volunteers*. Revised June 1988. Columbia University Community Services. They are part of a series by John Jenkins, a former homeless man currently working as a free-lance artist in New York City. The guide is available at no cost from CUCS, 635 West 115th Street, New York, NY 10025 (212) 280-5746.

NEWS IN BRIEF

National Literacy Honors



Preparations continue for the National Literacy Honors dinner planned for November 15 at the Washington D.C. Hilton. In addition to honoring literacy leaders and learners for their commitment, the event is a benefit for the Coalition for Literacy. **BellSouth Corporation, Cap Cities/ABC, Olsten Corporation, Prudential, and Nabisco Brands** are among corporate sponsors at the \$50,000 level. Robert Winters, CEO of Prudential, chairs the Sponsors Committee. Several other companies have signed up at the patron level of \$10,000 or purchased individual tables at \$2,500. The evening's festivities will include entertainment and presentations by a glittering array of stars and national figures, provided by ABC's Entertainment Division and hosted by Peter Jennings. Companies wishing to become a sponsor or patron, purchase a table, or learn more about the evening should contact Miriam Shubin, Executive Director, National Literacy Honors, (212) 887-7186.

New Federal Projects

The U.S. Department of Education has announced some 36 grants totalling nearly \$9.6 million to support a variety of workplace literacy projects beginning October 1. The most striking feature of the action is that each project involves a partnership including at least one business and one educational organization. The projects themselves are designed to help increase productivity, create new and continued employment, and foster career advancement for workers, and each includes job-related basic skills training. The Department is paying 70 percent of project costs with a 30 percent match required. Projects will be carried out in several states with considerable variation in the mix of organizations and activities. For example, in Florida, a school board, a hotel, and a restaurant association will provide ESL training to small businesses and computer-assisted instruction to night-shift and swing-shift employees. In Massachusetts, a local education agency, a learning center, and a brake manufacturer have joined to provide ESL, ABE, and GED preparation to limited-English-speaking em-

ployees following a literacy audit of selected company positions. In Maryland, several local education programs, an education agency, and a labor union will work together to develop individually-tailored services for employees in county government, hospitals, steel mills, food distribution facilities, marine terminals, and merchandising. For more information contact Sarah Newcomb, Project Analyst, U.S. Department of Education, 202-732-2272.

In July, the U.S. Department of Labor announced \$8.7 million in grants and contracts for 51 projects to improve workforce productivity. Recipients include labor and business organizations, CBOs, agencies of state and local government, colleges and universities, research groups, and national institutes concerned with human resource development issues. One set of projects (14 at \$3.2 million) will demonstrate or study ways to provide workplace literacy services, with a major focus on such groups as low-income single mothers, dislocated older workers, and migrant workers. (Two of this group will study and document basic skills levels required by various occupations.) Fifteen projects (at nearly \$1.4 million) aim to strengthen state and local coordination of services for youthful offenders, AFDC recipients, and, especially, displaced homemakers. The balance of the funding (\$4.1 million) is supporting 12 labor-market research projects, seven projects to enhance cooperation among business, labor, and community-based organizations, and three studies of the JTPA. For more information contact Ray Uhalde, 202-535-0662.

New Bills In Congress

Two Congressional bills were introduced recently, aimed at eliminating long-term welfare dependency. **The Family Security Act of 1988** would replace the existing AFDC program with a new program that emphasizes work, child support, parental responsibility, and job training. The bill would strengthen the current child support enforcement system. It would provide for a new Job Opportunities and Basic Skills Training Program (JOBS) to replace the Work Incentive Program. To ease the transition from welfare to work, it would offer subsidized child care for up to 9 months and Medicaid coverage for 6-12 months after a family leaves welfare. And, all states would be required to help needy two-parent families in which the main earner is unemployed. The second bill, **The Public Housing Gateway Act of 1988** (HR 4899) would authorize the Secretary of Labor to

make grants to public housing agencies to enable them to provide basic skills and related services. The agencies could form cooperative work arrangements with the private sector. To advise the Secretary, a Gateway Task Force is proposed, to consist of two members each from HUD, the Departments of Labor and Education, and Health & Human Services.

First Things First

In this third year of its national awareness campaign, Project Literacy U.S. (PLUS) is focusing on youth. ABC launched numerous broadcast activities this summer, and on October 19 PBS will follow with a primetime documentary "First Things First." The program will focus on breaking the cycle of intergenerational illiteracy passed from parent to child. Other media activities on this theme will occur throughout the next year. In conjunction with the campaign, PLUS and the Campus Compact are sponsoring a National Campus Literacy Awareness Week from October 16-22. More than 1,000 higher education institutions and community organizations have been supplied with materials to motivate college students to join in local literacy activities.

Justice For CONTACT

Effective July 1, the Bicentennial Commission, through the Department of Justice, approved a one-year, \$350,000 grant for the CONTACT Literacy Center's national literacy hotline and referral service. This much-needed support, to be considered for possible renewal next year, has enabled CONTACT to resume full-scale service.

Promoting Community Literacy

Last month, the General Federation of Women's Clubs and the American Newspaper Association launched a joint two-year project to enlist the Club's 400,000 members to work with local newspapers to promote adult literacy programs. For more information contact Ruth Bartfeld, GFWC, at 202-347-3168 or Carolyn Ebel Chandler, ANPA, at 703-648-1251.

Year Of The Young Reader

1989 has been declared the Year of the Young Reader by the Center for the Book and the Children's Literature Center of the Library of Congress. Special activities are planned throughout the year, with partial support provided by **Pizza Hut**. A distinctive and handsome logo has been designed, using the phrase "Give Us Books, Give Us Wings" from Paul Hazard's *Books, Children, and*

Men: it is available at no cost from the Library of Congress to anyone wishing to promote a love of books and reading among children and young adults.

Do Young Adults Read Newspapers?

A new study prepared for the Education Writers Association examines the topic "Reading Newspapers: The Practices of America's Young Adults." Surveying a sample of 21-25 year-olds, the report finds that 90 percent of young adults—regardless of race or ethnic background—read a newspaper at least once a week. However the number who read a paper daily increases with each level of education completed. Furthermore, a slightly higher percentage of men read newspapers daily, and the highest readership is in the Northeast U.S. The report also looks at what content is read and by whom, how these practices relate to literacy skills, and how reading papers relates to the use of other media. The full report is available for \$3.50 from EWA, 1001 Connecticut Avenue, NW, Washington, D.C. 20036, 202-429-9680.

In The States

In **Colorado**, a new study by well-known policy analyst Lewis Perelman, *Human Capital Investment For State Economic Development: A Case Study of a Government Portfolio*, looks at how the state manages its investments in human capital as an instrument of overall economic development. Perelman concludes that there has been inadequate investment in the learning needs of the adult workforce in the state. He discusses imbalances in the distribution of resources, lack of accountability, and absence of consumer choice and competition as special problems to be addressed by the state. The publication is available from Western Governors' Association, 600 17th Street, Suite 1705 South Tower, Denver, CO 80202.

In **Connecticut**, the Governor's Coalition for Literacy has issued a report calling for the State Department of Education to take a leadership role in the state's literacy affairs. The Department is urged to help link regional literacy coalitions and information centers to regional job training efforts, and to focus on professional development for adult educators, improved program evaluation, and other activities to increase the availability and quality of basic skills programs statewide.

Hawaii Governor John Waihee and First Lady Lynne Waihee hosted a literacy luncheon for business and government leaders at the Executive Mansion in April. In Septem-

ber, the Governor's Literacy Council and the state's Department of Labor and Industrial Relations held a follow-up "Literacy in the Workplace" conference to clarify how employers can go about setting up employee basic skills programs. The Department of Labor and Human Relations, building on interest generated at the conference, will work with individual companies interested in incorporating basic skills instruction into their overall employee training strategies. Elsewhere, the state's Unemployment Insurance Division enclosed literacy awareness messages in the checks issued in March.

Louisiana's Council for A Better Louisiana has adopted the regional objectives of the Southern Growth Policies Board, the second of which is to "mobilize resources to eliminate adult functional illiteracy."

In **New York**, members of the state's Literacy Council will sponsor an "Adult Literacy Learner and Practitioner Caucus" this month in which learners and staff of local programs will define key issues to be presented at a statewide convention next February.

The **Rhode Island** Strike Force for Literacy, with support from the U.S. Department of Labor, sponsored a national conference in September called "Cooperative Ventures for Worksite Literacy." Presenters highlighted successful employee basic skills programs around the state.

South Carolina Governor Carroll Campbell has launched a Governor's Initiative for Workforce Excellence. Workforce specialists have been posted to 16 technical colleges around the state. They will work with local Business Roundtables to identify local employee basic skills needs and develop job-related instructional programs. The goal is to increase employee productivity, employability, and promotability. The state's Department of Education has also released a directory profiling 130 employee basic skills programs now operating around the state.

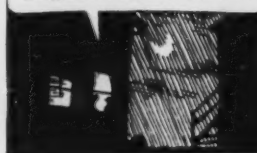
The **Washington** Coalition for Adult Literacy has a Business and Literacy Project Coordinator on staff whose job it is to facilitate development of workplace literacy programs statewide.

CRANKSHAFT CAN'T READ

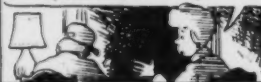
On September 8th, National Literacy Day, newspapers and literacy groups around the country sponsored a range of activities to advance awareness. In conjunction with this event, Tom Batiuk, creator of *Crankshaft*, the popular comic strip character, designed a

special two-week literacy series which began running in papers nationwide on October 3. Humorous and serious at the same time, the series touches on the fact that Crankshaft can't read and then shows that it is never too late to learn. Literacy groups wishing to reproduce any of the series should contact Patti Minassian, Creators Syndicate Inc., 1554 S. Sepulveda Boulevard, Los Angeles, CA 90025 (714-830-1377).

"OH, DAD... IF I'D ONLY KNOWN THAT YOU COULDN'T READ BEFORE THIS... THAT'S WHY YOU'D NEVER READ BEDTIME STORIES TO MAX AND MINDY..."



"AND WHY EVERY CHRISTMAS WHEN I ASKED IF YOU WANTED TO ADDRESS SOME CHRISTMAS CARDS TO YOUR FRIENDS YOU'D ALWAYS SAY... 'CHRISTMAS CARDS ARE TOO EXPENSIVE AND A WASTE OF TIME!' AND HERE IT WAS BECAUSE YOU COULDN'T READ AND WRITE!"



"NAW, IT WAS BECAUSE CHRISTMAS CARDS ARE TOO EXPENSIVE AND A WASTE OF TIME!"



"...AND SO I USED TO SIT AROUND WITH A NEWSPAPER OR A MAGAZINE AND GO THROUGH THE MOTIONS JUST TO BE LIKE EVERYONE ELSE IN THE FAMILY..."



"FINALLY, I JUST DECIDED THAT I WASN'T GOING TO LET STUPID PRIDE KEEP ME FROM LEARNING HOW TO READ."



"FUNNY HOW THAT WORKS. ISN'T IT...? BECAUSE I'VE NEVER BEEN PROUDER OF YOU!"



DOUBLE JEOPARDY

(Cont'd. from page 1)

unattainable dream. A rising tide of homelessness and hunger is sweeping the country. The evidence meets our eyes every day on every street in any large city.

At the grassroots level, churches, unions, social service organizations, and other community-based groups have been wrestling for some years to try and provide basic food and shelter for the growing numbers who need it. Only in the last couple of years have municipal and state funds been provided for other services needed by the homeless. And now, for the first time, federal funding for literacy services will focus new attention on their plight. Under the McKinney Homeless Assistance Act, some \$14 million has been appropriated for literacy and an additional \$7 million has just been recommended for next year. Beginning this month, each state will receive literacy-for-the-homeless funds based on the number of adults in its population aged 16 and older and out of school. This therefore seems a good time to take a look at homelessness, what it means, and how illiteracy fits into the total picture.

Why Homelessness?

According to the U.S. Conference of Mayors [A Status Report On Homeless Families in America's Cities, May 1987 and The Continuing Growth of Hunger, Homelessness and Poverty in America's Cities: 1987, December 1987] drastic cutbacks in federal housing assistance, job training programs, food stamps, health care programs, and help for the de-institutionalized mentally ill are among the major causes of homelessness—"ripping huge holes in the so-called 'safety-net.'" Federal housing assistance, for example, has dropped over 75 percent, from \$25 billion to less than \$8 billion, during the 1980s. Noting that construction of new housing for the poor has come to a virtual halt, resulting in a decline in home ownership, soaring rents, and co-op conversion of old housing stock, *Newsweek* (issue of 1/4/88) concluded that the outlook for the next decade is "very bleak." The mayoral reports cited above carry this same message.

The Numbers Game

Not surprisingly, given the changing nature and scope of homelessness and the newness of public attention to it, as well as the transiency of much of the homeless population, there are no firm estimates on how many persons are homeless. [Note: The U.S. Census Bureau plans a count as part of its 1990 population census.] Nevertheless, a number of indicators point to a problem of major and growing proportion. They reveal a fairly grim picture:

The National Coalition for the Homeless in Washington, D.C. estimates the number to be about 3 million currently, with many more struggling at the brink. But information from the U.S. Conference of Mayors (USCM) suggests that the count may be substantially higher, given the high correlation between poverty and homelessness. According to USCM, more than 32 million (1 out of 7 Americans) lived below the poverty level in 1987—representing an increase of 3 million since 1980. *Those whose poverty results from low wages, the "working poor," constitute the fastest growing portion of the poor.*

By the end of this year, homelessness is expected to have increased in all but two of 26 cities surveyed by USCM only a year ago. Here is what officials in four of those cities say:

- **Portland:** Economically, things are becoming worse for very low-income, low-skilled people. There are insufficient entry-level jobs available, and the low-paying jobs do not provide sufficient income to support a family.

- **Norfolk:** High rents, the demolition of low-income housing which is not being replaced, and evictions of persons already at a low-income level... will lead to an increase in homelessness. Also, until the criminal justice system better meets the needs of victims of domestic violence, the number of battered women who are homeless will increase.

- **Phoenix:** The city's nationally publicized relatively-low unemployment rates and mild winter weather will continue to attract persons from other parts of the country that are economically depressed, particularly Louisiana, Oklahoma, and Texas.

- **Nashville:** Some local agencies serving homeless persons report ever-increasing waiting lists for their services. Other agencies indicate that some of the services needed to enable the homeless to re-enter the mainstream of community life are not available to the degree needed to address adequately the problems which create or contribute to homelessness.

USCM stresses that about one-third of the homeless are families with children and this is the fastest growing segment of the homeless population. USCM also estimates that some 23 percent of the demand for emergency shelter goes unmet. In nearly two-thirds of the cities, emergency shelters must turn away people for lack of resources. In fact, according to USCM, the average wait for assisted housing is nearly two years, and 65 percent of the cities have closed their waiting lists.

A new report on homelessness just delivered to Congress by the National Academy of Sciences gives further evidence of the scale of the problem. The study estimates conservatively that at least 735,000 Americans and some 100,000 children are homeless on any given night, and that as many as 2 million people are homeless for one night or more during the course of a year.

Who Are The Homeless?

To many, the homeless fit old stereotypes for whom the public need not feel responsible: the drunk in the doorway, the eccentric bag lady, the crack addict panhandling, the disoriented and wandering mental patient. Certainly these sub-groups in the population have not vanished, but there have been significant changes in the composition of the homeless. For example, USCM says that almost half of the homeless are single men, often unemployed or underemployed. Some are disabled vets or dislocated workers. Again, the most dramatic change is that a full third are families and children, and their numbers are growing. Charleston reported a 144 percent increase in this category in one year, Providence a 75 percent increase, Philadelphia a 66 percent increase.

Barbara Pitts, Director of Volunteers at Volunteers of America of Greater New York (a group with a nationally-recognized track record in providing literacy and other services to the homeless) finds it helpful to



think of the homeless as belonging in one of three broad categories, which frequently overlap:

The Situational Homeless are people who are getting by and even doing well until one unexpected blow levels them. They might be farmers who lose their farms, steelworkers in Pennsylvania, miners in Appalachia, oil workers in Texas, auto workers in Detroit and other dislocated workers whose skills aren't marketable anymore. Sometimes a serious illness or injury may wipe out the bank account or a fire destroy their dwelling. Many families fall into this category. Usually they can get back on their feet with a little help and direction. But sometimes, they can't make it back up and slip instead into the second category.

The Marginal Homeless are individuals who drift in and out of homelessness repeatedly. This group includes disadvantaged persons such as high school dropouts, one-parent families, teen mothers, non-English-speaking immigrants and migrant workers, battered wives, drug and alcohol abusers. With the right kind of sustained, comprehensive help, this group can also return to the mainstream of society.

The Chronically Homeless are those with severe psychiatric impairment, the destitute elderly, and persons probably needing some form of minimal supervision and possibly institutionalization all their lives. These people do not belong in shelters, and should have community-supported facilities designed to address their long-term needs.

What Does it Mean To Be Homeless?

To lose one's dwelling is really to lose everything and to begin a downward spiral that, without help, can end in total devastation. [Note: Jonathan Kozol's recent book, *Rachel and Her Children*, gives a shattering, indeed enraging, account of such devastation.] One New York City shelter resident put it this way: "I was so far down I had to look up to see the bottom." Having no place to call one's own, to share good times and bad with family and friends, to store one's possessions, to mount a job search or any other constructive agenda, changes the way you look at yourself, and the way others look at you. Moreover, the longer a person is homeless, the more likely he or she is to develop psychiatric and physical problems from stress and malnutrition. Many experts have pointed out that to be homeless means that "you are essentially alone." Links with family, relatives, friends, and neighborhoods have been severed. The person is totally at the mercy of others. Without a fixed address, in many states homeless people even lose the most basic right of every citizen—the right to vote, and therefore, to influence their own fate.

The Special Plight Of Families

The widescale escalation of the homeless family contains the seeds of disintegration of the very fabric of American life. More than any other group, according to the experts, a family's life is turned upside down and can be virtually destroyed if it stays homeless very long.

Yet the majority of shelters today do not accept whole families. In Los Angeles, it has been reported that only 51 of the county's 215 shelters accept families and only 16 accept families with fathers. To complicate matters, families among the Situational Homeless are the most likely to be hidden from view. For example, in rural areas they may live in the woods or in vans, or split up and stay with relatives. Furthermore, homelessness places a constant strain on what may remain of family relations—often resulting in domestic violence, family breakups, and placement of children in foster care. Children attending school often have unstable attendance, learning problems, and poor physical health and personal hygiene, and they have a high truancy rate. Some children are not in school at all, usually because their transiency leaves them without a fixed address. In Los Angeles, according to USCM, a recent study found that of those old enough to attend school, 43 percent were not currently attending.

What Role Literacy?

Considering the diversity of the homeless population, its overwhelming needs, and the complexity of homelessness, it seems appropriate to ask whether illiteracy is an important element of their plight and whether the provision of literacy services can make any difference. As the remainder of this article will show, the answer is "yes" in both cases, provided that program designers are totally realistic about their role and their goals.

Not all homeless people have basic skills problems, of course, but no one doubts that many do. Barbara Pitts maintains that "very few people yet acknowledge illiteracy as part of the problem." She points out that "when you consider that millions of the currently unemployed in this country are considered functionally illiterate, it makes you wonder how many of these people are passing in and out of shelters or living in other homeless arrangements."

The experience of VOA of Greater New York (Volunteers of America, the national organization, was founded in 1896 and operates in 170 cities all over the country), is telling. The branch serves about 2,000 people a day and is the largest private provider of shelter services to the homeless in New York City. At one site, a 1,055 bed facility on Wards Island, VOA-NYC did a random sampling of 122 people, using the reading assessment and word recognition tests of Literacy Volunteers of America. Roughly 60 percent scored below the 5th grade level. "Added to general staff observations," concludes Pitts, "this has convinced us that basic literacy skills are greatly lacking among this population and that this deficit is a major cause of homelessness." Others consulted by BCEL report findings similar to VOA's. (It is worth recalling that a recent Ford Foundation study—see BCEL newsletter issue of July 1988—establishes a definite causal relationship between poor basic skills and many other social problems, including the inability to get better paying jobs.)

Two Model Literacy Approaches: Some Guiding Principles

So what is to be done on the literacy front in light of the many problems and desperate conditions facing the homeless? A Chinese proverb says "Give a man a fish and he has a meal for a night. Teach a man to fish and he can feed his family forever." This seems to be the philosophy behind two of the most innovative lit-

eracy programs for the homeless, Project Adaptive Literacy (PAL) of VOA of Greater New York, and the Community Occupational Readiness and Placement Program in Philadelphia. Both programs recognize that a bed and a meal for one night will not solve anything, and both provide a wide range of services of which literacy is just one, although an integral, part.

Take PAL. Since June 1986, this successful literacy program has been operating at VOA's Bowery Shelter for homeless recovering alcoholic men and at its Brandon House single residence shelter, both in Manhattan. Barbara Pitts has been to Washington and elsewhere to testify on the elements and achievements of PAL and offers many insights into what works.

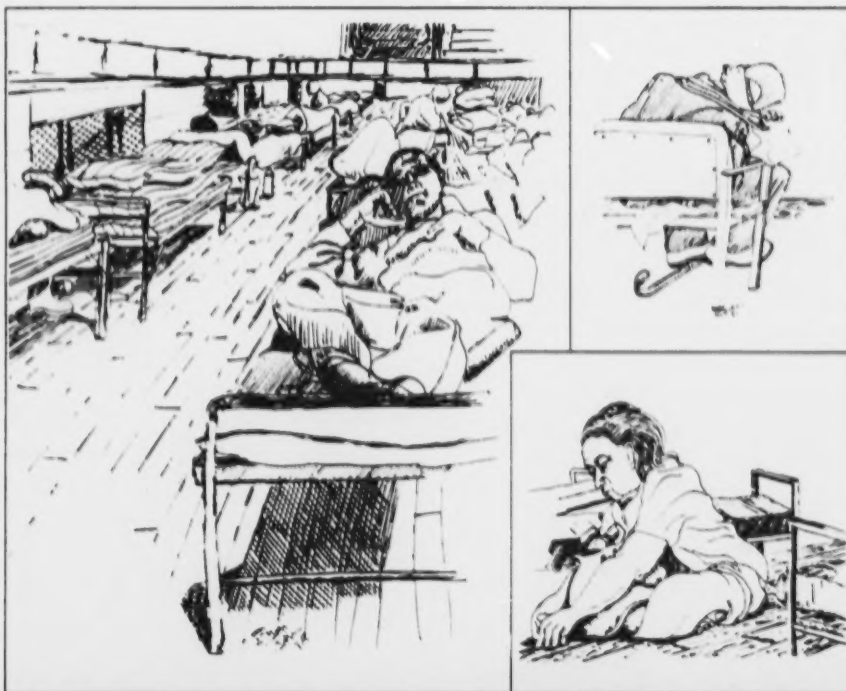
Be Sensitive. "This is not your ordinary illiterate population. There have to be certain sensitivities in mind before a program is started, to encourage people to come forward. To many homeless, being an alcoholic is more socially acceptable than being illiterate."

Strive To Build Trust And Confidence. "Most of the homeless have had bad experiences with authority figures and are skeptical and hostile of 'programs' to help them. They are also deeply isolated. They need to be treated differently than other kinds of groups. It's amazing to see their faces when a volunteer comes in and says, 'I'm here just for you. How can I help you?' This is the start of a new cycle of trust and hope."

Package All Services & Bring Them To The People. "In most cases today, services for the homeless are piecemeal. People are expected to go to one place for a meal, another for medical attention, another for clothing, another for housing help, another for tutoring. This is especially hard in areas where transportation is not easily available and when people are worried about where they will spend the night. All of VOA's programs for the homeless are multi-service and 90 percent of its clients' needs are met at the shelters. Education efforts have the greatest chance of success if they take place where people get 24-hour help."

Think Small. "This population requires long-term, one-on-one attention. Our literacy component has only included 35 persons so far, but within that number only three have gone back to the street or had an alcohol relapse. Many have gone on to find jobs, to pursue advanced schooling, or become peer tutors. And 99 percent of students and teachers have kept their initial 3-6 month commitment."

Select Tutors/Teachers With Care. The PAL program is offered on a one-to-one volunteer basis with supplies paid for by committed volunteers. All the tutors are professionals drawn from area banks, advertising and insurance agencies, and corporations. They are all hand-picked by Pitts. "I look for a special kind of person with sensitivity and the right motivation to work with the homeless." Tutors go through an intensive two-day training session and are regularly evaluated. Sometimes a volunteer will be directed to another type of literacy work because he or she is not right for the program. "When I first started working here I didn't know too much about shelters or homeless people except seeing them on the streets. I pictured a dark and dingy place and unkempt people and I was really pleasantly surprised," says Priscilla, a volunteer tutor. Unlike some depressing welfare hotels and shelters, VOA's shelters place a high priority on cleanliness and residents themselves



(Cont'd. on page 6)

DOUBLE JEOPARDY

(Cont'd. from page 5)

keep their "home" immaculately clean in order to take pride in their surroundings and build a positive psychological atmosphere.

Set Realistic Criteria. The homeless are not interested in upping their reading level from one grade to another. They want a job and housing first, so the content of the literacy sessions needs to be based on each individual's needs and goals. For example, John, a 52-year-old man who read on a second grade level, had never had the confidence to go on a job interview or fill out a job application. His goal at VOA was to do this and work in the textile industry. He and his tutor focused on this and eventually he was able to have a successful interview, get a job in his chosen field, and find housing. Willie, a recovering alcoholic, dreamed of becoming a registered nurse but passing the school's entrance exam and admissions interview seemed impossible to him. After two months of work with a PAL tutor and heavy concentration on his writing and interpersonal skills, he was able to enter nursing school and has remained sober for a year.

Build In Evaluation & Follow Up. Besides monitoring tutors and students, periodic evaluation including outside agency evaluation enables VOA to make adjustments in the program. In addition, even when students find employment, they are encouraged to continue in the program and close ties are maintained to help the client sustain the achievement level reached.

A second model effort, the Community Occupational Readiness and Placement Program (CORPP) in Philadelphia, has also achieved national recognition. CORPP with its primary focus on job training, works closely with the Mayor's Commission on Literacy, the central coordinating agency for all literacy services in the city, including other area programs for the homeless. Realizing that the homeless feel profoundly alone, CORPP turns students into a peer support group similar to Narcotics Anonymous. People in need of jobs and homes can join if they are over 18 and read at a 6th grade level. Students attend five hours a day for 11 weeks, receiving vocational and basic skills training as well as a daily stipend based on attendance. All instruction is individualized with one-on-one tutoring. CORPP also provides counseling services and has a resource person on-site to help with housing, health care, and other needs. "This help is a lot more than a name and address," notes Bob Gay, Executive Director. After completion of the training, the focus turns to job placement and retention.

The CORPP program serves about 180 homeless a year and 35 percent find and keep jobs. Next year, CORPP plans to have "open-entry-and-ended" programs where clients can enter at any level and receive individually-paced instruction as long as they need it.

The Potential Of The McKinney Act

Lessons learned in the PAL, CORPP and other such programs have been heeded in the McKinney Act judging from the number of safeguards built into the legislation. For example, in addition to literacy and job training, the Act will fund related transportation, child care, and counseling costs. Moreover, it requires that any project funded coordinate with agencies which provide a broad range of social and human

services—health care, entitlement help, emotional counseling, drug and alcohol rehabilitation.

"We know that education is not the first priority of someone who is hungry," says Sarah Newcomb, Program Analyst at the U.S. Department of Education, "or of someone with medical problems, or who has been abused by her husband." "So the education program is tied to all these other support services to provide a fruitful environment for the homeless to fulfill their potential and rejoin society." Newcomb stresses that technically the homeless have always been eligible to participate in federally-funded ABE programs, but they have had to seek out the programs themselves and be persistent in coming back in the face of great odds. The literacy provisions of the McKinney Act were consciously designed to create basic skills for the homeless in the context of their special circumstances.

For most states receiving McKinney funds, this will be the first official attempt to link literacy with homeless programs. Others will continue to build on efforts already underway. Funds will go to each state's Department of Education which will in turn have the option of contracting with local service providers or shelters directly, or working through other granting agencies. Joan Seamon, Literacy Coordinator of the Illinois State Department of Education notes that "while I do not see the federal government putting massive amounts of money into literacy for any special population group, linked with state funds the McKinney money should serve as a prime catalyst to generate other sources of funding and support."

Because of their size, the five states getting the largest grants are New York, California, Texas, Illinois, and Pennsylvania. There will be great variety in projects from state to state, as the plans for three of these five states suggest. Illinois, for example, will request proposals for model programs, and education agencies are expected to subgrant the funds and work closely with community-based organizations to carry out the Act as effectively as possible. Between 50-75 percent of the funds will go to Chicago where the need is greatest. In Texas, which is divided into 63 adult education regions with one school serving as fiscal agent for each area, the fiscal agent will work with the homeless to encourage new outreach efforts, perhaps going into shelters and residences and bringing multiple services, especially for Hispanics who make up 20 percent of the state's population. New York State has been running shelters and bringing diverse programs to the homeless for several years, especially in Albany where educational programs were put in place three years ago along with job development and other services. The programs were well received and served some 500 clients in seven Albany shelters. Unfortunately, due to the transient nature of the homeless population, assessment was difficult and progress was not tracked in a methodical way. The State Education Department plans to work closely with the Department of Social Services to determine how the McKinney funds will be used. Some 75 percent will go to New York City, where the problem is especially urgent. Here, the Community Development Agency, the New York City Board of Education, and other groups will distribute funds to groups selected as best meeting the Act's requirements.

Concluding Thoughts

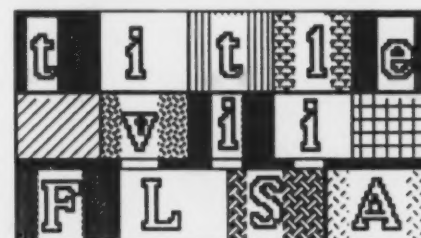
This brings us back to where we started. It is too soon to make any predictions about how the McKinney Act literacy funds will actually be spent at the state level or to speculate on the results. But everyone con-

sulted in the preparation of this article agrees that the effort is an important first step. Some do not think the prospects great for continued literacy funding under the Act, but others are more hopeful.

In any case, those called upon to provide new or expanded literacy services for the homeless have a tough job ahead and they need to be constantly aware of the difficult context in which they will be working. They, and the social service, job training, and governmental agencies with whom they must work, will in most cases be charting new territory.

That the stakes are high is obvious. It certainly bears repeating that literacy services alone will not turn the problem of homelessness around. But they will help if offered hand in hand with new programs to provide job training, health care, affordable housing, and to overcome poverty and hunger. The challenge in each of these areas is daunting, and a key, as the U.S. Conference of Mayors assesses the situation, is for stronger federal policy and funding in all of these areas—as a sustained national priority.

EMPLOYERS & THE LAW OF LITERACY



In the past few months BCEL has had queries from a number of companies about certain legal aspects of employee basic skills testing and training. We turned to the American Bar Association's Task Force On Literacy for help. Our intent is to eventually publish a public service leaflet for wide distribution within the business community. Meanwhile, because many companies seeking to set up basic skills programs need guidance now, preliminary information on three questions being examined is set forth below. For their pro bono help, we thank the ABA Task Force and its researchers, law student Serina Garst, a summer intern with Baker and Hostetler, and law student Steven Lynch of the University of Virginia.

1. Under what circumstances may employers test basic skills levels of job applicants and current employees, and what restrictions, if any, apply to the form such testing may take?

The answer depends on how the test scores are used: whether the use has a discriminatory impact on a group because of race, national origin, sex, or religion; and what

constitutes the basic skills. Title VII of the Civil Rights Act of 1964 prohibits the use of discriminatory tests in making any employment decision, and while other federal laws may apply, an employer's lack of intent to discriminate is irrelevant.

Generally, all employers having at least 15 employees are governed by Title VII. Some categories of employers are exempt, such as Indian Tribes, private and tax-exempt membership clubs, and elected state officers. The federal government is not covered, though it usually held to Title VII standards.

In two landmark decisions—*Griggs v. Duke Power Co.* (401 U.S. 424, 1971) and *Albemarle Paper Co. v. Moody* (422 U.S. 405, 1975)—the United States Supreme Court set out a three-step process for determining whether a test violates Title VII:

First, if a test **excludes** significant numbers of a protected group, it must be **scrutinized**. If it doesn't impact adversely on protected groups, it may be used freely.

Second, a test that has been **validated** may be used even if it has an adverse impact. Validation must show a high correlation between successful test performance and successful job performance. In other words, the test must be job-related. The Court said in *Griggs* that "any test used must measure the person for the job and not the person in the abstract."

Third, even a job-related test may be discriminatory. This step examines the **business necessity** of the test. If an alternative test—one lacking adverse impact—can be used, it should be.

These principles have been incorporated into *Uniform Guidelines on Employee Selection Procedures* (29 C.F.R. 1607.1-1607.14, 1987) adopted by the Equal Employment Opportunity Commission, the Civil Service Commission, and the Departments of Labor and Justice. The *Guidelines* apply to all tests used to make employment decisions. They cover the entire employee selection process and, where the process itself has no adverse impact, it is not necessary to evaluate individual components.

The *Guidelines* make it clear that tests for both current and prospective employees **must be job-related and evaluate the person's ability to perform the duties and tasks of the job involved**. They also set out acceptable procedures for validation.

In *Albemarle Paper Co.*, the Court endorsed the *Guidelines'* provisions stating that a test

could be at a skill level higher than the position being applied for if job progression is likely within a reasonable period of time. Otherwise, employees must be tested at, or near, entry level for the position.

2. Under what circumstances may employers make participation in basic skills training programs mandatory for job applicants and current employees?

This depends upon how performance in the program affects the future employment of the individual. If success in the training program bears on decisions about hiring, retaining, promoting, or demoting, Title VII principles apply. (The training program itself must be examined for any discriminating effect.)

Note that an education level requirement may not discriminate against members of protected groups. Courts have generally not required evaluation under the *Guidelines* cited above, but they do require job-relatedness and have often overturned high-school-diploma requirements for production, maintenance, and apprentice positions where the result is discriminatory. Lower and more specifically-defined education level requirements have been approved for such relatively low-skilled jobs. Highly-skilled and professional jobs get less scrutiny.

3. Can employers require employees to enroll in basic skills programs on their own time—i.e. outside of regular working hours? And, are employers obliged to pay for the training?

The Fair Labor Standards Act is the federal statute regulating wages and hours of certain employees (29 U.S.C. 201-19, 1982). Employers subject to FLSA must comply with the minimum wage and maximum hours-of-work provisions, and where participation is required outside of regular working hours **employers may under some circumstances have to pay overtime wages**. (Categories of exempt workers include professional, executive, retail, service, transportation, and agricultural employees as defined in the Act.) Note that in addition to FLSA, state and local laws also regulate employee wages and hours.

The Wage and Hour Division of the Department of Labor has interpreted FLSA **not** to require employers to pay workers for time spent in training programs if four conditions are met (29 C.F.R. 785.27, 1987): (a) the programs are conducted outside regular working hours; (b) the program is not directly related to the employee's job; (c) the employee per-

forms no productive work during such attendance; and (d) attendance is voluntary and the employee does not think his or her job or promotion potential will suffer. (Note that attendance is not considered voluntary if the employee is "given to understand or led to believe" that his or her present working conditions or continued employment would be adversely affected.)

In general, training is considered directly related if its purpose is to make the worker better at the existing job rather than capable of performing a new one. Where a program or course is developed for the bona fide purpose of preparing for advancement by upgrading the employee's skill level and is not intended to make the employee more efficient in the present job, the training is not considered directly related even though it may incidentally improve the employee's skills for the regular job (29 C.F.R. 785.29, 1987).

Whether a job applicant or current employee must be paid for required attendance in training programs also depends upon whether the person is an employee as defined by the FLSA and by related court decisions. Note that the existence of an employer-employee relationship is determined by the facts and circumstances of the situation. Further, an agreement to remain ready to begin a job may itself be considered a state of employment.

No federal employment law requires employers to pay for or provide employee training programs. Many do, however, and deduct the cost from their taxable income as a business expense.

[Ed. Note: If an employer must pay workers for participating in off-hour programs that are directly job-related, whether participation is voluntary or mandatory, and if a directly-related program is one that enables a worker to do better on an existing job, a review of current regulations and Wage and Hour provisions would seem advisable in light of new understandings about present worker skill levels and the changing requirements of jobs.]

(For a copy of the *Guidelines* cited above (29 Code of Federal Regulations 900-1899, revised July 1, 1987) write to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The current price is \$10. Other publications that may be helpful are: "How to Develop Effective (and Legal) Personnel Tests," Krysten Stepke, 6 *Legal Administrator* 2805, September-October 1987; and "Courts, Psychologists, and the EEOC's Uniform Guidelines: An Analysis of Recent Trends Affecting Testing As a Means of Employee Selection," P. Jefferson Ballew, 36 *Emory Law Journal*, 203-252, Winter 1987.)

A CALL TO ACTION: What The Next President Should Do

On September 8th, as part of National Literacy Day, the American Newspaper Publishers Association and the International Reading Association sponsored an all-day adult literacy symposium at the National Press Club in Washington, with the opening address given by *New York Times* publisher Arthur Sulzberger, ANPA's chairman. The centerpiece of the day was the challenge issued by a coalition of 11 major national literacy organizations* to the presidential candidates. In the form of a 10-page position paper, this "Working Group on Adult Literacy" pressed for a much stronger federal effort and called on the next President to actively lead the way. Given below are the Group's recommendations:

The next President should...

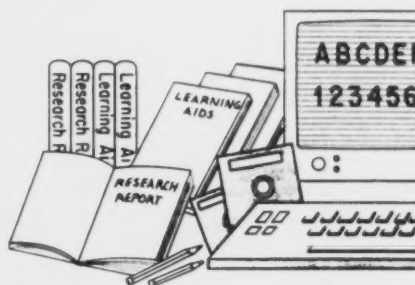
- Draw attention to the magnitude of the illiteracy problem in America in his State of the Union Message and in subsequent messages to the nation.
- Speak out about the relationship between literacy and such social problems as welfare dependency, parenting skills, crime, international competitiveness, productivity, and jobs.
- Challenge governors and other key state and local leaders to provide strong leadership.
- Support continued efforts to raise public awareness.
- Create a Cabinet Council, composed of the Secretaries of Education, Labor, Justice, Commerce, and Health & Human Services, to oversee federal efforts and ensure their coordination.
- Propose that Congress enact legislation to create a National Institute for Adult Literacy. [The Institute, seen as a quasi-governmental body with widely-representative governance, would act as a national clearinghouse, provide a center for assessing needs and developing assessment and diagnostic tools, provide training and professional development, conduct applied research, and explore uses of new technologies. Funding for the Institute would come from federal, state, and local public sources as well as the private sector, with an annual appropriation of \$12 million proposed for the federal role.]
- Propose that the appropriation for the Adult Education Act be at least doubled, from about \$135 currently to \$270 million the first year.
- Propose legislation specifically to help voluntary literacy organizations build their training, instructional, and technical assistance capacity, at an annual level of \$10 million.
- Support legislation to allow greater use for literacy of funds appropriated for such programs as JTPA, the Social Services Block Grant, the Community Development Block Grant, the Library Services and Construction Act, the Trade Adjustment Act, Chapter 1 of the Elementary and Secondary Education Act, and the Food Stamp Education and Training Program.
- Propose funding for the development and maintenance of state and local literacy coordinating bodies.

The Working Group also calls for a long-term commitment to combating adult illiteracy by federal, state, and local government, as well as the private and nonprofit sectors. The Group's paper recognizes that important advances have been made in the adult literacy field in the past few years, with the involvement of every sector and level of society. But it also recognizes that our work as a nation has just begun. To develop the comprehensive system of quality service needed to deal with the adult basic skills problem, concentrated and sustained attention must now be given to building the infrastructure and a substantially higher level of funding. Leadership on the part of the new President is seen as key to this next phase.

(For more information call Richard Long, IRA Washington Representative, 202-347-3990.)

*Member organizations of the Working Group on Adult Literacy are the Adult Literacy and Technology Project, American Association for Adult and Continuing Education, American Library Association, Association of State Literacy Directors, Correctional Education Association, Council of State Adult Education Directors, International Reading Association, Laubach Literacy Action, Literacy Volunteers of America, State Literacy Initiative Network, and Urban Literacy Network.

TOOLS OF THE TRADE



1 **ABE/GED In Community Colleges: A National Study.** by James Parker of the U.S. Department of Education (1988), examines the adult basic education and high school diploma services of community colleges in 15 states where community colleges represent the major delivery system for adult education programs. The report identifies some 24 characteristics

of the college programs as they relate to effective instruction. Available from James Parker, Division of Adult Education, U.S. Department of Education, 400 Maryland Avenue, Room 522, Washington, DC 20202 (202) 732-2399.

2 **The Bottom Line: Basic Skills In The Workplace** is a 1988 guide put out jointly by the U.S. Departments of Labor and Education on how to develop good workplace literacy programs. The 50-page booklet explains how to identify specific skill-related problems, details principles of good practice, and illustrates how a sampling of successful programs work. Available at no cost from the Office of Public Information, Employment and Training Administration, U.S. Department of Labor, 200 Constitution Avenue, NW, Room 52037, Washington, DC 20210.

3 **Computer Applications in Reading**, by Jay Blanchard of Texas Tech, George Mason of the University of Georgia, and Dan Daniel of the Houston Texas Independent School District, is a chronicle of research, programs, and uses of computers in reading. Among the topics covered are software evaluation, readability and text analysis, and reading readiness. Available from International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714.

4 **Creating Opportunity: Reducing Poverty Through Economic Development** is a 1985 publication of the Council of State Policy & Planning Agencies. Written by Hugh O'Neill of the New York State Governor's Office, the book analyzes the complex relationship between economic policy and the social and economic problems of poverty. The author contends that poverty seems immune to surges of economic growth and explores how the states can better use their economic and human resource development programs to expand and create economic opportunity for the poor and the chronically unemployed. Available from CSPPA, Hall of the States, 400 N. Capital Street, Washington, DC 20001 (202) 624-5386.

5 **Functional Illiteracy in Industrialized Countries: An Analytical Bibliography**, a 1987 UNESCO publication by Ursula Giere, is an annotated listing of literature on functional illiteracy in industrialized countries from the holdings of the Unesco Institute for Education library. Available from UIE, Feldbrunnenstrasse 58, D 2000 Hamburg 13, Federal Republic of Germany.

6 **Guidelines For Effective Adult Literacy Programs**, originally developed and published by Dayton Hudson Corporation's B. Dalton Bookseller as part of its national literacy initiative, has been reissued by Rainbow Research, Inc. Available for \$6 from Rainbow Research, 1406 W. Lake Street, Minneapolis, MN 55408 (612) 824-0724.

7 **Library Literacy Program: Analysis of Funded Projects** was recently issued by the U.S. Department of Education. It discusses the 245 projects funded in 1987 under this new federal program. Projects are grouped according to the main focus of their effort—e.g. coalition-building, public awareness campaigns, training, collection development, computer-assisted instruction, and rural literacy. Available for \$3 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Specify stock number 065-000-00338-4.

[8] **Literacy and Job Performance: A Perspective** is a new work by Gladys Collino, Elizabeth Aderman, and Eunice Askov of the Institute for the Study of Adult Literacy at Penn State University. It reviews and analyzes research that has been done on the relationships between literacy and job performance. Summaries of selected texts and a bibliography are included. The publication is a first-step effort by the Institute to help enhance the understanding of those faced with designing job-related basic skills programs. Available for \$5 from the Institute for the Study of Adult Literacy, College of Education, Penn State University, 248 Calder Way, Room 307, University Park, PA 16801 (814) 863-3777.

[9] **Literacy Needs Assessment** by Carole Talan is a step-by-step question and answer guide for assessing the literacy needs of a local community. The publication is designed to help groups wishing to start their own adult literacy program. Available from the Altrusa International Foundation, 332 South Michigan Avenue, Suite 1123, Chicago, IL 60604 (312) 427-4410.

[10] **Making Literacy Work: The Specific Literacy Approach**, by Stephen Anzalone and Stephen McLaughlin, examines "context-specific" literacy training programs in Third World countries, including skills development for farming and for running small businesses. The publication is \$4 from the Center for International Education, 285 Hills South, University of Massachusetts, Amherst, MA 01003.

[11] **More Special Recipes**, by David Lurio, contains 14 nutritious dinner menus illustrated and written in clear, concise English for people with low reading skills. The second in a series, the book is available from Skylight Press, 3603 Hamilton Street, Philadelphia, PA 19104 (215) 387-8215.

[12] **Parents As Tutors—Minimizing The Homework Hassle**, by Daniel Vogler and David Hutchins of Virginia Tech, is a 1988 publication of the National Community Education Association. It gives tips to parents who are both literate and highly-motivated on how to improve their children's interest in education through parental involvement in various kinds of homework activity. Copies are \$6.95 from NCEA Publications, Dept. 100, 4212 St. Jerome Drive, Annandale, VA 22003.

[13] **Project Literacy U.S. (PLUS): Impact Of The First Year's Task Force** is a report by the COSMOS Corporation for the Corporation for Public Broadcasting. It assesses the role and effectiveness of the local PLUS Task Forces set up as part of the ongoing national PLUS campaign. Available from COSMOS Corporation, 1735 Eye Street, NW, Suite 613, Washington, DC 20006 (202) 728-3939.

[14] **Readability: Its Past, Present and Future**, edited by Beverly Zakaluk of the University of Manitoba and S. Jay Samuels of the University of Minnesota, has been released by the International Reading Association. It includes chapters on writeability, ways of assessing text difficulty, assigning grade levels without formulas, and procedures for determining text difficulty in languages other than English. Available from IRA, 800 Barksdale Road, PO Box 8139, Newark, DE 19714 (302) 731-1600.

[15] **Ready To Read** by Jan Fenholt is a workbook that uses the daily newspaper to teach reading to adult non-readers or low-level readers. Accompanied by a kit for teachers, the book contains 26 lessons, and cassettes will be available shortly as a backup for self-instruction. For information contact SouthWestern, College Division, 5101 Madison Road, Cincinnati, OH 45227 (513) 271-8811.

[16] **A Second Chance: Training For Jobs**, by Sar Levitan and Frank Gallo of George Washington University, examines JTPA's programs for adults, youths, dislocated workers, farm workers, Indians, and other groups. The authors conclude that JTPA does help participants but that the system is inadequately supervised and does not place enough emphasis on client needs. Available from W.E. Upjohn Institute for Employment Research, 300 S. Westnedge Avenue, Kalamazoo, MI 49007.

[17] **A Tale of Three Cities**, a 1987 publication of the National Crime Prevention Council, describes the Security Education Employment Program, an effort to train high school juniors and seniors for private security jobs in Baltimore, Cleveland, and St. Louis. The 19-page booklet explains how the model can be customized to meet other local conditions. Sections are included on job placement, enhancing job skills, developing community partnerships, pitfalls to avoid, and funding strategies. Available at no charge from the National Crime Prevention Council, 733 15th Street, NW, Room 540, Washington, DC 20005 (202) 393-7141.

[18] **The Technology For Literacy Project Evaluation**, edited by Terilyn Turner and Stacey Hueftle Stockdill, is a history and evaluation of the Technology for Literacy Center in St. Paul, Minnesota, where adults are taught basic skills on computers located in a shopping mall. The report analyzes every aspect of program design and operation with special attention to recruitment, achievement, retention, and training. Available at no cost from St. Paul Technology for Literacy Center, 580 University Avenue, St. Paul, MN 55103 (612) 222-4464.

[19] **Work and Change: Labor Market Adjustment Policies in a Competitive World** is a policy statement by the Committee for Economic Development. It reviews the domestic and international challenges facing the American economy and what the private sector can do about them. Available for \$9.50 plus shipping from CED, 1700 K Street, NW, Washington, DC 20006 (202) 296-5860.

[20] **Worker Dislocation: Case Studies of Causes and Cures**, edited by Robert Cook of the Upjohn Institute, is a 1987 study of successful JTPA projects in 9 states. The projects involved experienced (often unionized and well-paid) workers who lost their jobs and had no reemployment prospects in their industries. The cases examine the various approaches taken and what was learned from the projects. A major conclusion is that for such programs to succeed, flexibility is needed on the part of both the displaced worker and project staffs. Available from W.E. Upjohn Institute for Employment Research, 300 S. Westnedge Avenue, Kalamazoo, MI 49007.

[21] Volume 31 of the *Journal of Reading* is a collection of essays about adult illiteracy, each written by a

known literacy expert. Articles cover a wide range of topics including occupational, military, and intergenerational adult reading programs; the role of computers; and visual and auditory problems that hamper reading. Available for \$3.75 from the International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714 (302) 731-1600.

[22] Issue No. 8 of *Viewpoints*, titled "Lessons From Abroad—Industrialized Countries," contains a series of papers on specific basic skills topics in several countries, including Spain, Germany, Australia, and Canada. Included is an article by Carman St. John Hunter on "Adult Basic Education in North America: Issues of Policy and Content." For ordering information, write to the Adult Literacy & Basic Skills Unit, Kingsbourne House, 229-231 High Holborn, London WC1V 7DA.

[23] Project: LEARN of Cleveland is publishing a new series of low-level, high-interest reading materials for adults, written by volunteer tutors. Included are short stories, romances, mysteries, and non-fiction how-to titles. A catalog is available from Project: LEARN, 2238 Euclid Avenue, Cleveland, OH 44115 (216) 621-9483.

[24] Fearon Education is publishing short fiction works of possible interest to adult beginning readers, with each title to gradually be available on tape as well. Fiction titles include five-minute thrillers, sports stories, horror, and romance. Non-fiction includes career/vocational education, coping skills, and math. To get a catalog contact Fearon Education, 19 Davis Drive, Belmont, CA 94002 (415) 592-7810.

And Highlighting...

[25] **The Work Education Project** is a new two-volume guide of immediate practical value to designers of workplace literacy programs. (The title is taken from a state-funded effort to help vocational educators in Indiana deal with changing workplace realities.) One volume, edited by James Pershing of Indiana University, is subtitled *Bridging Education & Employment With Basic Academic Skills*. Its six chapters provide a research synthesis of what is known about literacy, vocational training, math, science, and computer literacy, with implications given for program and curriculum development. The second volume, written by Rad Drew and Larry Mikulecky of Indiana University, is titled *How To Gather & Develop Job Specific Literacy Materials For Basic Skills Instruction*. This volume provides guidance on how to successfully develop workplace instructional programs that are linked to tasks workers actually encounter on the job. It explains how to carry out literacy-related job task analysis and develop appropriate learning materials. This timely new resource, developed by acknowledged experts, is available for \$12 a single volume or \$22.50 for the set from the Office of Education and Training Resources, School of Education, Indiana University, Bloomington, IN 47405 (812) 335-6711. ■

CORPORATE LITERACY ACTION

BostonWorks: Training For Better Jobs



BostonWorks was formed two years ago by the Boston Private Industry Council and the Mayor's Office of Jobs and Community Services. Its purpose was to create training opportunities for unemployed and underemployed adults and to attract new investors to the area. As of July, some \$1.3 million had been raised—with nearly \$800,000 coming from 29 corporations and corporate foundations and the balance given by the City. So far, over 1,200 adults have been helped to find jobs and advance their learning levels.

An integral feature of the BostonWorks program is that its business partners participate fully in the effort. For example, early on, employers from four major local industries—hotels, hospitals, banking, and insurance—helped shape the training agenda. They held a series of roundtable discussions and identified a common need to hire people with good customer relations, communications, and problem-solving skills. "Customer-service jobs in these industries offer upward mobility but do not require a college degree," notes Cynthia Chorianopoulos, director of BostonWorks. "They are the prototype of the higher quality skilled job produced by our overwhelmingly service-based economy. They are also fundamental to advancement in the literate, sophisticated, white-collar business world."

To help address the need identified, BostonWorks has built up some 32 programs throughout the region to offer new training opportunities to people who would otherwise be unable to learn marketable skills and advance their education. Among the programs offered are these:

- Residents lacking adequate educational skills receive academic instruction through

several neighborhood-based literacy programs and use their newly-acquired skills to compete successfully for jobs.

- People wanting to learn a marketable job skill enroll in any one of 9 programs offering training for positions in banking, health care, construction, business services, and clerical posts.
- Currently-employed workers can upgrade their skills to qualify for advanced positions as radiographers, business machine repair technicians, administrative secretaries, and hotel reservations clerks.
- People lacking English language proficiency can improve their reading and speaking skills through ESL programs, and apply for jobs that were unattainable before.

Recently, BostonWorks opened a New Center for Innovative Training and Employment (CITE) to expand its effort. The Center specifically trains students for entry-level jobs in customer-service industries. While basic and office skills are taught, intensive work is done to develop interpersonal skills. "A key aspect of the program is the ongoing role of the BostonWorks roundtable employers," adds Chorianopoulos. "In close cooperation with the CITE training staff, roundtable members such as **State Street Bank**, the **Marriott Hotel**, and the **Westin Hotel**, conduct presentations about their industries, lead tours through their offices, hold informational interviews, encourage 'job-shadowing,' and sponsor internships. These activities are designed to give participants a realistic view of the opportunities available in each industry. The experiences, in turn, enable them to make informed choices about potential career paths."

Center programs are self-paced, on the average lasting 12 weeks. Blacks make up to 66 percent of the enrollment, Caucasians 13 percent, and Hispanics, Asians, and Native Americans 7 percent each. Their ages range from the teens to adults in their 50s. The first graduates were recently placed in customer-service positions at **Guest Quarters Hotel**, **New England Telephone**, **Shawmut** and **State Street Banks**, and **Stop and Shop Company**. Salaries begin at \$7.00 to \$7.50 an hour. Follow-up on these graduates will continue through the year, and they are encouraged to return to CITE periodically to brush up on their skills.

A recent progress report on the overall effort concludes, "Although we are proud of Bos-

tonWork's successes, we still have much to do. Our real goal is to raise the income of city residents, and to do that, we must create accessible pathways out of poverty to self-sustaining lifestyles. Jobs and education, housing and health care, must all come together in a coherent strategy that strengthens the family unit as the foundation of the community. BostonWorks role in that strategy is to teach people the skills they need to compete successfully for jobs at wages that can sustain a family and that offer the promise of growth and advancement."

(For further information contact Cynthia Chorianopoulos, Director, BostonWorks, 185 Devonshire Street, Suite 1000, Boston, MA 02110 (617) 423-3755.)

Gannett Looks Ahead



Christy Bulkeley,
Leader in Literacy

The Gannett Foundation's leadership efforts in state planning have been highlighted often in this newsletter. Having recently completed its final state grants competition, Gannett is now reviewing its role in the literacy field. Vice President Christy Bulkeley, developer of the Gannett initiative, was recognized for her leadership in a special award from the American Newspaper Publishers Association in September. BCEL asked Ms. Bulkeley for her views on the most important needs to be addressed next in the literacy field.

"The top priority," she said, "is to develop a common means of measuring student progress that everyone can agree on." "Next, there is a desperate need for a national literacy center that can be the main contact point for everyone—practitioners, researchers, people who want to join and contribute." She also stressed the continued need for outreach and coalition-building to bring in many more segments and potentially important players. Finally, she emphasizes that technology is "a vitally important resource" that the field must find the time and means to put to full use.

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND ASSISTANCE

Allstate and **Washington National Insurance Company** employees have been trained and matched as tutors by affiliates of Literacy Volunteers of Illinois in the companies' operating communities around the state.

Alusuisse Flexible Packaging has donated specially-cut poster paper to the literacy program of the Iuka (MS) Public Library.

Contributors to the Business Council for Effective Literacy for the period January through August 1988 are **The Annenberg Fund**, **ARCO Foundation**, **AT&T Foundation**, **Bell South Corporation**, **Bill Communications**, **Billboard Publications**, **Champion International**, **Chase Manhattan Bank**, **Chicago Tribune Charities**, **CIGNA Corporation**, **CPC International**, **RR Donnelly**, **Dow Jones**, **Exxon Corporation**, **Ford Motor Fund**, **Goodyear Tire & Rubber**, **Hearst Corporation**, **Household International**, **IBM**, **Kiplinger Washington Editors**, **Little Brown**, **Marcel Dekker**, **McGraw-Hill**, **Moore Business Forms**, **New York Telephone**, **VW Norton & Company**, **Petersen Publishing Company**, **Rand McNally**, **Raytheon-D.C. Heath**, **Steck-Vaughn**, **Tandy Corporation**, **Radio Shack**, **Times-Mirror Inc.**, **UPS Foundation**, **Waldenbooks**, and **Westvaco Corporation**.

Apple Computers has donated 20 computers to literacy programs around Philadelphia. Drexel University is providing technical assistance and helping to develop courseware specifically for adult low-level readers. Apple has also donated computer equipment to BCEL and to the Institute for the Study of Adult Literacy at Penn State University.

Astoria Federal Savings Bank, **Bayside Federal**, **Chase Manhattan Bank**, **Chemical Bank**, **Commander Oil**, **European American Bank**, **IBM**, **Patterson Fuel Oil Company**, **Reliance Fuel Oil Company**, **Roslyn Savings Bank**, and **Stevenson Printing Company** provide financial or in-kind help to the Intersensory Learning and Diagnostic Center, a Long Island volunteer tutoring group which works with learning-disabled youth and adults.

The Donnelley Directory has developed a workbook to teach adult learners basic referencing skills, such as map reading, alphabetizing, and accessing information.

The Florida Bar Association has contributed \$29,000 to the Florida Literacy Coalition to produce literacy PSAs. The Association also has produced thirty plain English pamphlets dealing with consumer issues.

Hardee's is providing complimentary meals to students upon successful completion of each of their Laubach Skill Books in the Opportunity for Adult Reading program in Bradley County, TN.

The Rotary Club in Salt Lake City has provided start-up funding to Literacy Action, a program which trains University of Utah students to serve as tutors for area adults.

The Seattle Times hosted the second annual spelling Bee for Literacy event in May. Corporate teams competed to raise awareness and funds for Washington Literacy. The team from **Rainier Bank** won the event, with Governor Booth Gardner's honorary state team and the **Boeing Company** team coming in second and third, respectively. Also competing were **KING TV5**, **KIRO-KSEA**, **KOMO TV4**, **Pacific Northwest Bell**, **SAFECO**, **Seafirst Bank**, the **Seattle Mariners**, the **Seattle SuperSonics**, and **Washington National Gas Company**.

Sun Company, **Fidelity Bank**, and **Bell of Pennsylvania** underwrote costs of a student-and-tutor Recognition Brunch held recently by the Delaware County (PA) Literacy Council. Sun also helped produce a slide-tape presentation for the event.

Target Stores has awarded a one-time grant of \$10,000 to the Lafayette (IN) Adult Reading Academy to provide a part-time counselor for the program.

The **TeleScripps** cable station in Floyd County, GA has arranged \$12,500 in **Scripps-Howard Foundation** grants for local literacy efforts and also helped establish a Light of Literacy board to coordinate literacy services. A referral hotline also has been set up; meetings have been held in the company conference room, and PSAs are run on the cable station and included in the mailings to customers.

Texas Instruments recognized employee Vicki Sigler with a special \$1,000 community service award for her work as a tutor at the Lubbock Literacy Council. Ms. Sigler in turn donated the gift to the Council to support development of a resource library.

Weirton Steel Corporation's communications department produced a half-hour video on library literacy programs on behalf of the Mary H. Weir Public Library in Weirton, WV.

Women in Communications, a national professional association dedicated to a free press, recently made a \$350 contribution to Literacy Volunteers of Connecticut.

PLANNING AND AWARENESS

Alumax of South Carolina, **Amstar Corporation**, **DuPont**, **Lockheed Space Missile**, and **Mobay Corporation** participate in the Round Table which advises the Governor's Initiative for Work Force Excellence in Berkeley, Charleston, and Dorchester Counties, SC.

The Baton Rouge State-Times Morning Advocate recently received a special award from the **International Newspaper Marketing Association** for the directory of literacy resources it published for the Baton Rouge community.

The Boston Globe's publisher chairs the Boston Adult Literacy Fund, and **The Bank of Boston**, **Cabot**, **Cabot and Forbes**, **Coolidge Bank & Trust**, **Creamer**, **Dickson and Basford**, **New England Telephone**, **Park Plaza Hotel**, and **Sherburne, Powers and Needham** are represented on the Fund's board.

Central Power and Light Company is sponsoring television and newspaper PSAs aimed at recruiting volunteers for the Corpus Christi (TX) Literacy Council. Also working with the Council is the **Nueces County Bar Association** which has created a Lawyers for Literacy Committee chaired by a judge whose brother is a student at the Council.

Columbia Pictures Television hosted an awareness event in Hollywood in May in which a new literacy anthem, "I'm Changing My Life," was introduced. Cast members from the "Facts of Life" series sang the song, and checks in advance of royalties on the anthem were presented by Barbara Bush to LVA-California and California Literacy.

The Commerce and Industry Association of New Jersey, **ABC**, **CPC International**, **The Bergen Record**, **Nabisco Brands**, and **IBM** all provided speakers at a corporate breakfast hosted by PLUS of Bergen County, NJ in March. **Prentice Hall** donated copies of David Harman's *Illiteracy: A National Dilemma* to conference participants.

GTE Corporation received a special award from Tennessee Governor Ned McWhirter in April for its support for literacy efforts in the state and nationally. The company has funded LVA's development of the Read-On instructional series, set up a matching grant program for employees who volunteer as reading tutors, supported a family literacy program at Tennessee Technological University, and otherwise helped literacy efforts around the country.

IDS Financial Services secured \$2,900 from the foundation of parent company **American Express** which was in turn granted to the Pittsburgh Literacy Initiative. PLI is using the funds to produce a literacy awareness video. **The Westinghouse Foundation** has been underwriting the production and distribution costs of PLI's newsletter.

Lipton Tea Company sponsored its second annual "Race to Read" competition in September. Runners raised funds and awareness for literacy organizations in eight cities.

Mellon Bank recently designed and printed 150,000 literacy awareness brochures for distribution to branch offices and literacy groups in Pennsylvania. The company's Pittsburgh-area office has also given \$15,000 in grants this year to seven literacy agencies in the area, and 28 Bank employees have completed tutor training.

NBC affiliate WYFF-TV is collaborating with the Greenville County (SC) ABE program to produce "Learning for Living," a series of half-hour broadcasts providing job-related literacy instruction. The station is donating personnel, production facilities, and air time for the effort, which is tied in with Governor Carroll Campbell's Work Force Initiative.

The National Alliance of Business focused on workplace literacy in a panel at its national conference in New Orleans last month.

The Rhode Island Hospital Trust National Bank, a **Bank of Boston** subsidiary, this year sent a team around to companies in the state to encourage employers to consider establishing employee basic skills programs. The team was comprised of representatives of the Bank and the state Department of Education, as well as quarterback Steve Grogan of the **New England Patriots**. The Bank also distributed placards for display in buses and set up literacy awareness displays in its 35 branch offices. The state's Strike Force for Literacy honored the Bank for this program at a workplace literacy conference in September, and Bank Chairman and CEO Alden Anderson wrote editorials in **The American Banker** and **Ocean State Business** urging action on workplace literacy.

The Small Manufacturers Council, **Pennsylvania AFL-CIO**, and **Hershey Foods** were represented on a workplace literacy panel at the national Adult Literacy and Technology Conference in Pittsburgh in July. **IBM** and **Apple Computer** made major presentations at the conference, too, and along with **Commodore Computers**, **Hershey**, **P/H Electronics**, and **R&J Projections** served as private-sector sponsors for the conference.

Time Inc. announced on September 8, National Literacy Day that its Time to Read tutoring program recently added 13 new sites in 4 states, bringing the overall site total to 33 in 12 states.

EMPLOYEE BASIC SKILLS PROGRAMS

BRYCO, Inc. and **Intercraft** of Taylor, TX work with the Literacy Council of Williamson County to provide tutoring to the two companies' employees.

Coleman Company's heating and air conditioning division in Wichita has begun a pilot program in which employees tutor fellow employees in the plant cafeteria after work hours.

Hershey Foods includes a GED curriculum in the employee education program it offers to workers in its Hershey, PA facility.

Price Pfister Plumbing offers ESL and basic skills improvement programs to employees in its Pacoima, CA plumbing-fitting facility. Job-related tasks like precision measuring are incorporated into the curriculum.

Swift Textiles had 470 employees sign up when it offered a GED program in its Columbus, GA plant last year. Company officials set up the program to prepare for a \$52 million expansion program which will include computer-controlled air-jet looms and other sophisticated equipment. Nearby **Cartersville Spinning Company** has also begun an employee basic skills program. Both companies work with the Muskogee County ABE program.

Transamerica Occidental in 1987 added ESL and business communications courses to the educational programs it has offered since 1974 to employees in its Los Angeles headquarters. These courses aim to increase employees' productivity and promotability in an increasingly-computerized workplace. ■

AVAILABLE FROM BCEL

● BCEL's new topical bulletin, titled **MAKE IT YOUR BUSINESS: A Corporate Fund-raising Guide For Literacy Programs**, is now scheduled for publication by the end of the year. We plan to summarize it in the January issue of our newsletter and it will be available at \$3.00 a copy. It is designed primarily for local literacy programs but should be useful to state and national organizations as well. Orders placed now will be filled in December or January.

● The September 19 issue of *Business Week* Magazine contained an excellent special report titled "HUMAN CAPITAL: The Decline of America's Work Force." Shortly thereafter, BCEL began getting requests from the literacy field for copies of the article. We are pleased to announce that BCEL has arranged to obtain a modest supply of reprints and can make them available to our readers at \$1.50 a copy. (The Special Report includes seven articles: Needed: Human Capital; Where The Jobs Are Is Where The Skills Aren't; For American Business, A New World Of Workers; Why The Underclass Can't Get Out From Under; America's Schools Still Aren't Making The Grade; Business Is Becoming A Substitute Teacher; and It's Time To Put Our Money Where Our Future Is.)

● BCEL's *State Directory of Key Literacy Contacts, 1988-89 Edition*, is now available. It is an aid for both the literacy and business communities, and can be purchased at \$5.00 a copy.

● **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers wishing to address the basic skills problems of their own workforce. It gives step-by-step guidance on how to plan and implement an effective job-related basic skills program and includes a listing of resource persons and background reading material (\$5.00).

● **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to volunteer as tutors and in other capacities to help literacy groups in their communities (\$2.00).

● **Functional Illiteracy Hurts Business** is a leaflet for local literacy planning and providing groups to use in their fund development efforts with business. (No cost for up to 25, on a one-time basis only, and 10¢ a copy thereafter.)

● **TURNING ILLITERACY AROUND: An Agenda For National Action** consists of two BCEL monographs which assess the short- and long-term needs of the adult literacy field and give recommendations for public and private sector action (\$10.00 the set).

● **PIONEERS & NEW FRONTIERS** is a BCEL monograph which assesses the role, potential, and limits of volunteers in combating adult illiteracy (\$5.00).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved your order must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

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Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N. Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

I have earlier commented that a major new study of the federal role in adult literacy was being undertaken by the Southport Institute for Policy Analysis in Washington, D.C. at the encouragement of BCEL. As indicated in the feature article in this issue of our newsletter, SIPA has just released its final report, and BCEL was pleased to participate in its official launching at the National Press Club on January 12th.

As everyone interested in literacy is well aware, sizeable strides have been made in the past few years in moving the nation's adult literacy agenda forward. Thousands of committed individuals, and countless numbers of organizations, including local, state, and federal governments and more and more in the business community, have worked very hard to achieve this, and I am gratified that BCEL has been a partner in this effort. We can all take great pride in what has been accomplished.

Unfortunately, it is sobering to realize that despite the best efforts of all of us, the vast majority of adults in need of basic skills help are still not being reached by any program. It clearly will not be easy to reach these many millions of adults with programs that are both efficient and effective and to do this in as timely a fashion as the national need requires. But there is a growing consensus among the nation's literacy leaders and policy analysts that we must find a way to do all of these things.

My BCEL colleagues and I agree with SIPA's conclusion that adult literacy must become a higher-priority national goal than it presently is—for the good of every American, for the health of our institutions, and to ensure our country's economic vitality and position of world leadership both in the near future and the long run. Indeed, there is a broad consensus, and we at BCEL share this view, that the most important single key to achieving what

needs to be done next is a reshaping of the federal government's literacy role. There is also growing evidence of the need for a stronger more comprehensive workforce literacy effort, especially among persons already employed, and several of the report's recommendations aim to facilitate this and to do it without diverting attention from the general literacy need.

I trust I am enough of a realist to appreciate that no single blueprint for federal action is likely to be adopted in all its aspects, but the carefully integrated approach presented in the SIPA report seems to us at BCEL to make good sense and to be right on target. The report also comes at a time of urgent need and genuine opportunity. We strongly hope that it will be given prompt and full consideration, especially by Congress and the new administration, but also by the full range of literacy providers and planners at the national and state levels.

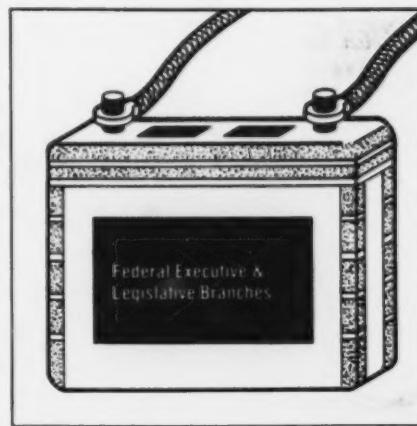
I especially want to urge those of you in the business community to take a strong interest in the SIPA report and to consider your own activities, circumstances, and needs in light of its recommendations and analysis. Our feature article provides a concise overview of the SIPA findings and its recommendations. But many of you will also be receiving your own complete copy of the report very shortly. I hope very much that you will be able to take the time to examine it in detail, for no sector of society has a greater stake in overcoming the adult illiteracy problem than the business community, and no voice is more important.

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JUMP START:

The Federal Role In Adult Literacy



Some six months ago, at BCEL's urging, the Southport Institute for Policy Analysis (SIPA) began a new Project On Adult Literacy, an intensive effort to examine the federal government's role in adult literacy—what it is currently, what it needs to be and why.* The study, now completed, was carried out by policy analyst Forrest P. Chisman—with advice from an advisory board, a panel of seven expert consultants who prepared background papers on various substantive issues, more than a hundred experienced literacy and social policy leaders in Washington and throughout the country, and SIPA Chairman Alan Pifer.

The findings of the project, as well as detailed recommendations for the federal legislative and executive branches, were officially released at the National Press Club on January 12, in a report titled *JUMP START: The Federal Role In Adult Literacy*.

JUMP START breaks new ground in several ways. Not only is it the first serious undertaking of its kind, but it is also the first time that

(cont'd. on p. 4)

* The SIPA Literacy Project was funded by Carnegie Corporation of New York, Chase Manhattan Bank, The Exxon Corporation, The Gannett Foundation, The William & Flora Hewlett Foundation, The William R. Kenan, Jr. Charitable Trust, Harold W. McGraw, Jr., The Charles Stewart Mott Foundation, The Rockefeller Foundation, and The Xerox Foundation.

NEWS IN BRIEF

National Literacy Honors & Symposium



The National Literacy Honors Dinner held at the Washington, D.C. Hilton on November 15 drew more than 1200 government, business, and literacy leaders, as well as adult learners and an array of entertainers and sports figures. Mrs. Barbara Bush was the main honoree. She was given an antique 18th Century Adams lap desk with a quill pen in recognition of her commitment and leadership in the literacy field. Eighteen adults, all former non-readers who have learned to read and since become active in literacy work themselves, were also honored. They were given dictionaries engraved with their names and special medals commemorating the occasion. Featured entertainers were Pearl Bailey, Loretta Lynn, Sherrill Milnes, Dennis Weaver, the U.S. Navy Band and Academy Glee Club, the Reading Is Fundamental Singers, the U.S. Military Color Guard, and others, with Peter Jennings acting as Master of Ceremonies.

The black-tie event, organized by the Coalition for Literacy and Project Literacy U.S., was underwritten in part by six sponsors at the \$50,000 level: **BellSouth Corporation, CAP Cities/ABC, Chrysler Corporation, Nabisco Brands, Olsten Corporation, and Prudential Life Insurance Company.** Twenty-four other organizations supported the event as Patrons, Benefactors, and Contributors: **Addison-Wesley, Aetna Casualty & Life Foundation, American Association of Publishers, Apple Computers, BCEL, Bristol Myers, CIGNA, Exxon Corporation, General Dynamics, Harper & Row, Houghton-Mifflin, IBM Education Systems, Kenan Charitable Trust Fund, Johnson & Johnson, Kraft, McDonnell Douglas, Merrill Lynch & Company, Morgan Bank, National Association of Printers & Lithographers, Nationwide Insurance Company, The Saturday Evening Post, Simon & Schuster, Time Inc., and Union Pacific.**

Prior to the dinner, the Coalition and PLUS held a three-hour symposium at the Old Executive Office Building, with Mrs. Bush serving as host. Several business, labor, foundation, and education leaders made presentations on the status and future of adult literacy. Judith Koloski, Executive Director of the American Association of Adult and Continuing Education, concluded the session by urging creation of a national adult literacy center and greater attention to professionalism within the field itself. These two recommendations are widely seen as vital next steps for the national effort.

Erase Illiteracy Campaign Unveiled

On November 17 a coalition of seven public and private organizations announced a new national outdoor billboard campaign called "Erase Illiteracy-READ." Participating in the effort are the Graphic Arts Technical Foundation, the Outdoor Advertising Association of America, Printing Industries of America, the Research and Engineering Council of the Graphic Arts Industry, the U.S. Department of Education, the U.S. Government Printing Office, and Various Graphic Arts Associations. More than 10,000 billboards will be erected throughout the country during the next two years. In addition, the coalition plans to develop a \$15 million literacy fundraising campaign and to encourage printers, artists, and other graphic arts professionals to become actively involved at the local level. For more information contact Harvey Levenson, Chairman of the Academic Advisory Council of the U.S. Government Printing Office, c/o California Polytechnic State University, San Luis Obispo, CA 93407, (805) 756-1108.

Unesco/USA Competition

In September, the Unesco Association of the U.S.A., a nongovernmental, nonprofit organization, announced a national competition for the most creative designs of bookplates to illustrate the joys of reading and rewards of literacy. The competition is among three categories of students: 4th to 6th grade elementary school students, 10th to 12th grade high school students, and adult students enrolled in literacy programs. Applications closed at the end of December and winners will be announced in April. Olympic-like medals will be given to the best designs in each division and UA/USA plans to market the winning bookplates to raise funds for other literacy activities. For more informa-

tion contact Dorothy Hackbarth, Unesco Association/USA, 5815 Lawton Avenue, Valhalla, CA 94618, (415) 658-4638.

Canada's New Literacy Initiative

Last fall, Canadian Prime Minister Brian Mulroney announced that the federal government there will provide some \$100 million during the next five years to combat illiteracy in Canada. The effort will be focused in three ways: cost-sharing partnership with the literacy initiatives of territories and provinces, support for voluntary and community organizations, and a series of national impact grants to be coordinated by the newly-established National Literacy Secretariat. For more information contact Jean Bernard Lafontaine, Department of the Secretary of State, Ottawa, Canada K1A0M5, (819) 997-7788.

Small Business Conference Held

In October, the U.S. Small Business Administration hosted a day-long invitational conference to review the employee basic skills problem facing small businesses. Among those in attendance were small business owners, job training specialists, and literacy professionals. One point stressed was that small businesses, which employ more than half of the private-sector workforce, also provide much of the training opportunity for entry-level workers. At the same time, it was pointed out that the burden of employee skills upgrading will fall disproportionately on small businesses because their jobs tend to be filled by adults most in need of literacy and educational help. As a result of this exploratory conference, SBA hopes to engage in various follow-up activities, including preparation of a handbook for small businesses.

United Way Names Literacy Head

Annette Laico, former executive director of Washington Literacy based in Seattle, has been named head of the emerging adult literacy initiative of United Way of America. Ms. Laico will be responsible for coordinating UWA's new literacy program with United Way's 2300 chapters throughout the country. The overall effort will be directed by a national volunteer advisory committee chaired by Charles Marshall, vice chairman of the board of **American Telephone & Telegraph.** Details of the program will be available within a few months and will be announced through local United Way chapters. For more information contact Cindy Coy, UWA, (703) 836-7100, ext. 320, or

write to UWA at 701 North Fairfax Street, Alexandria, VA 22314.

Legislative Notes

• Congress recently appropriated \$157 million for the federal ABE program in 1989, including \$138 million for traditional ABE programs, \$2 million for national programs, \$7 million for literacy services for the homeless, and \$12 million for workplace literacy projects, all to be administered by the Department of Education. This funding level represents an increase of \$25 million over last year.

• On October 7, toward the end of the last Congressional session, the Intergenerational Library Literacy Act (H.R. 5486) was introduced by Representatives Olympia Snowe (R-ME) and Steve Gunderson (R-WI). It called for after-school reading and literacy programs for "latch-key" children. The bill was not acted on by the close of the session but an official of the American Library Association expects it to be reintroduced in the coming years.

• The Even Start Program, a provision of the Hawkins-Stanford Elementary and Secondary School Improvement Act of 1988, provides funding for intergenerational literacy programs. Children and parents will together receive basic skills instruction. A panel of expert judges is now being organized. It will meet in mid-May to review grant applications and select the awardees. For more information contact Peg Brenner, Compensatory Education Programs, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202, (202) 732-4735.

Arkansas Shapes Model Effort

In mid-1988 the Governor's Commission on Adult Literacy in Arkansas presented for the Governor's consideration the *Arkansas Action Plan for Literacy Enhancement*. The Commission recommended that the state strive to meet several major goals by the year 1993. Among these were to increase the number of adult learners from the present 29,000 to 100,000, developing a mechanism for measuring student achievement, making public sector literacy services more effective and efficient, quadrupling the involvement of the state's private sector, and building close cooperation between the two sectors. This past October, the Governor issued his own report: *Moving Arkansas Forward into the 21st Century: Legislative Program for*

the 77th General Assembly. Heeding the advice of the Commission on Adult Literacy and other study groups that had been working in parallel on other problems, the report provides a comprehensive analysis of Arkansas' economic and human resource development needs and proposes a far-reaching legislative agenda. The recommendations call for new strategies and major investments in education, health care, housing, community development (both economic and environmental), law enforcement, and state tax reform. High priority is given to providing basic skills services for "at-risk" adults—through workplace programs, in the probation and prison systems, and on the welfare rolls. For this broad purpose and for strengthening traditional ABE programs, some \$30 million in new funding is proposed. A new Arkansas Literacy Corps, in which college students will be trained to serve as paid tutors, is also recommended along with the funding to implement it. (For more information or copies of the above publications contact Susan Whitacre, Assistant Press Secretary, Office of the Governor, State Capitol Building, Little Rock, AR 72201, (501) 371-2345.)

And elsewhere...

• In **Minnesota**, the 44-part high-school-equivalency program developed by Kentucky Educational Television and the Mississippi Authority for Educational Television, began to air statewide on January 2. The half-hour series will run twice a week through May. Also being aired on a pilot basis is "Learn to Read," a series of 30 half-hour programs for adults at the 0-4th grade reading levels. [See *Tools of The Trade* on page 8 for ordering "Learn to Read."

• **New Jersey** Governor Thomas Kean and his family have been appearing in "Learn More, Be More" literacy PSAs airing on the state's television stations. He (and Arkansas Governor Clinton) also made presentations at the National Literacy Honors Dinner held in Washington, D.C. on November 15.

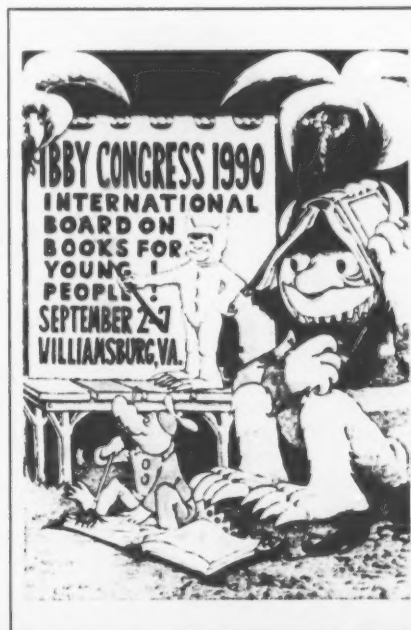
• The 31-member **Wisconsin** Literacy 2000 Task Force spent 1988 defining population groups needing literacy services and the resources needed to establish a coordinated statewide literacy effort. Chaired by the director of the state board of Vocational, Technical, and Adult Education, the Task Force has submitted a set of recommendations to Governor Thompson. Several groups have already begun moving on the recommendations, by forming regional literacy councils for example.

Applying For Workforce Grants

Procedures for applying for 1989 Workforce grants under ABE will be available in the federal register this Spring. In 1988, \$9.5 million went to 37 projects in 26 states. A requirement then and in the upcoming awards is that each project must involve a partnership between a business organization of some kind and an educational institution. For more information contact Sarah Newcomb, Program Services Branch, Division of Adult Education, U.S. Department of Education, 400 Maryland Avenue, SW, Switzer Building—Room 4428, Washington, DC 20202, (202) 732-2390.

Sendak for IBBY

The 22nd Congress of the International Board of Books for Young People (IBBY) will hold its next worldwide meeting in Williamsburg, Virginia in 1990. More than 500 children's book experts from all parts of the globe are expected to attend. It will be the first IBBY Congress ever held in North America. To help raise funds for the meeting and other reading projects, acclaimed children's book illustrator and author, Maurice Sendak, has designed and contributed a limited-edition, four-color, museum-quality poster, shown here in black and white. While the supply lasts, the poster can be obtained by making a \$50 contribution to Sendak Poster, USBBY Secretariat, PO Box 8139, Newark, DE 19714.



JUMP START

(cont'd. from p. 1)

the national adult literacy effort has been examined in all its major aspects, and by an independent, nonpartisan source with no vested interests. It is comprehensive in scope, and proposes a bold and far-reaching plan of action for the federal government, based on an in-depth understanding of national literacy need and the structure and politics of federal government. It also has a sound practical sense of the possible.

Mr. Chisman's bottom-line conclusion is that the nation's literacy effort is at a critical point of transition. If, during the next two decades, the nation is to provide effective basic skills upgrading on the massive scale required for productive employment and social functioning, and if it is to reach the many millions of adults in need of that upgrading help, a strong "jump-starting" role by the federal government is seen as absolutely vital. Moreover, Mr. Chisman argues that there is very good reason for strong federal action to be taken in 1989, without delay.

Although *JUMP START* is written primarily for leaders in the federal legislative and executive branches, planners and practitioners at the state and local level will benefit from reading and considering the report. It will tell them what many experts see as an appropriate federal role, and also give them information and analysis that bears importantly on their own literacy programs and agendas.

JUMP START's blueprint for federal action is certain to generate debate. But one thing is clear. There is a wide consensus on the steps that need to be taken at this juncture for the literacy effort to produce real results, and some of those steps can be taken **only** by the federal government.

Finally, it should be noted that *JUMP START* is not SIPA's first foray into federal social policy analysis. Alan Pifer, SIPA's founder as well as its chairman, and Forrest Chisman collaborated for nearly five years, from 1983 to early 1988, on a broad investigation of the future directions of federal social policy. One of their major findings (treated in their 1987 book, *Government for the People*) was that "enhancing the nation's human resources must be the foremost priority of federal domestic policy in the years to come." *JUMP START* is, in a sense, a natural extension of that work.

Because of its importance, SIPA plans to distribute complimentary copies of the full

report to a wide national audience. Moreover, to help disseminate the results, and as a service to our own readers, the remainder of this feature article is given to a summary of *JUMP START*'s findings and recommendations.

* * * *

Part I of the SIPA report provides a detailed assessment of the status and focus of the current national literacy movement...the nature of the basic skills problem...assumptions that underlie the literacy effort at all levels of society...and what the nation has so far achieved, **and not yet faced up to**, in efforts to advance adult literacy. It considers whether the adult basic skills problem is as urgent a national issue as literacy leaders claim—and concludes that it is even more so. It considers what the goal of the national literacy effort should be, given social, economic, and demographic reality—and concludes that the focus needs adjusting. It examines how the current approach is structured and supported, drawing two major conclusions: that it is seriously flawed in fundamental ways and that without a stronger and different federal leadership role the overall effort will not achieve what the national need requires despite the best efforts of all currently involved.

Mr. Chisman reaffirms the need for the national literacy effort to remain focused on all the groups that are now being targeted, with current providing organizations given the help they need to play their respective roles effectively. But he also sees adult illiteracy as a largely economic problem, and urges that currently-employed persons be given higher priority. He writes that:

"Seventy-five percent of the people who will constitute the American workforce in the year 2000 are adults today. They are out of school. Most are beyond school age. Most are working...This 75 percent adds up to about 100 million workers...tens of millions seriously handicapped in their work and in their everyday lives by a lack of basic skills.

"All other concerns aside, there is no way the United States can maintain the health of its economy, fend off foreign competition, improve productivity, and, in general, maintain its standard of living unless we substantially increase the skills of our workforce...By the early years of the 21st century, market forces will almost certainly ensure that the quality of jobs and the incomes they produce exactly match the quality of the American

workforce. We have a choice between a high-income, high-productivity nation based on a high-quality workforce, or a second-class economy based on a second-rate workforce...This country is racing toward a demographic deadline...If in the next twenty years we achieve high levels of growth in productivity and real Gross National Product, the demographic deadline need not be of great concern. But unless we meet or surpass the rates of growth in our better postwar years, there is a very real possibility that the American standard of living will simply wither away.

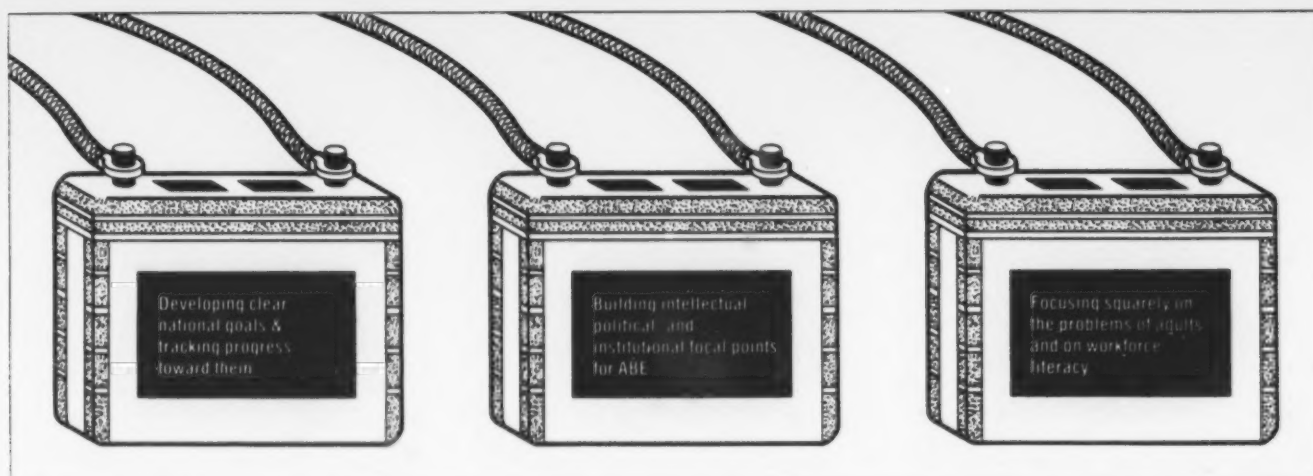
"If we do not achieve high levels of growth," Mr. Chisman stresses, "the economic pie will not be large enough to provide ample portions for all. Both many retirees and many active workers will be left with a meager lot. Generational conflict, conflict between the affluent and the less well-off within generations, increased racial tensions, and social disruptions of other sorts will be almost inevitable...and the United States will become a second-rate nation, fulfilling the predictions of historical doomsayers that we will follow the path of other great powers toward national decline.

"America must do a great many things to avoid that unhappy rendezvous with demographic destiny. And among the most important...is to ensure that...adults seriously deficient in basic skills become fully productive workers and citizens well before the rendezvous occurs." *The national goal should be to ensure that by the year 2000, or soon thereafter, every adult has the skills needed to perform effectively the tasks required by a high-productivity economy, to the best of his or her ability.*

In assessing the national literacy effort today, Mr. Chisman finds that:

- Despite important accomplishments in the past few years, the vast majority of adults in need of basic skills upgrading are still not being reached by any program, and the average expenditure for the 3-4 million who are being reached is currently less than \$200 a year (compared to \$4,000 per year for each public school child).

- The national effort is intellectually weak and institutionally fragmented. For example, we lack adequate diagnostic and testing tools for measuring learning...have too little research-based knowledge about what works (and do not make very good use of what is known)...rely excessively on volunteers and



schoolteachers who work part-time...have barely begun to understand or tap technology (including computers and television) to extend outreach and achieve economies of scale. Moreover, while adult literacy has become everyone's business, it has no conceptual or organizational center. *No one is in charge, and most importantly, no one in Washington is in charge.*

- There is practically no lobby for literacy. The issue has a low priority on state and local agendas, where even the the best state and city initiatives now hang by "the tenuous thread of the personal interest of a governor or first lady." Even among federal agencies responsible for literacy, the issue is "well down on their list of priorities, usually submerged under some other mission."

For all of the reasons given, and to serve the bottom-line interests of business as well as the "imperatives of policymakers," Mr. Chisman argues that 1989 needs to be a break-through year for adult basic skills in the United States, and that it can be "if the president and Congress will move to the head of the parade and make it so." To meet the national need and the demographic deadlines, "the United States must create a coherent and effective system of basic skills education from a host of scattered and, for the most part, embryonic efforts." To accomplish this, it must do six things:

- (1) Establish clear national literacy goals and mechanisms to track progress toward those goals.

- (2) Create stronger intellectual, political, and institutional focal points for the basic skills effort that will strengthen its knowledge base and substantive underpinnings, and foster

more effective and better-coordinated systems of service delivery and policy.

- (3) Focus squarely on the problems of adults (school reform, though vitally needed, will not solve the problem of adult basic skills!), and, in particular, on workforce literacy.

- (4) Demand systems that produce large gains in basic skills and hold programs accountable for achieving those gains.

- (5) Make the necessary investments in technology, training, and administration to bring all of this about.

- (6) Build on the strengths of the field now in place, including the existing knowledge base.

For these things to happen, "the federal government's role... must be to jump start a more substantial national effort than has existed to date. It must help create the conditions within which states, localities, businesses, organized labor, volunteer groups, community-based organizations, and individuals can solve the basic skills problem well before the year 2010."

In sum, the federal government "must energize the system and catalyze new efforts... establish the source of information and expertise badly needed by everyone working in the field... coordinate and target existing efforts toward high-priority needs, and encourage large-scale, robust experimentation that will lead to new structures within which an effort commensurate to national needs can grow. Some of this can be accomplished by restructuring existing federal programs. Some of it will require new initiatives. None of it is very difficult or expensive. But it requires action now."

A. PRESIDENTIAL LEADERSHIP

A. 1. In the early months of his term in office, *the president should clearly establish the enhancement of adult basic skills as a major national priority and workforce literacy as a major priority of his administration.* He should devote at least one major speech to this purpose and challenge governors, mayors, business and labor leaders, and others to develop large-scale initiatives of their own, affirming Washington's readiness to work in partnership with them.

A. 2. *The president should establish a high-level task force on adult basic skills, with a six month deadline* to: (a) further evaluate present federal activities and the overall national effort, (b) develop a statement of national goals and set objectives for the federal government that will contribute to meeting them, (c) propose a process for coordinating federal activities, and (d) suggest new federal initiatives. The task force should be chaired by the first lady, the vice president, or some other distinguished American. Members should include the secretaries of Labor, Education, Health & Human Services, and Commerce, the director of the Office of Personnel Management, representatives of state and local government, business and labor leaders, and the literacy field itself.

A. 3. To promote executive branch coordination... and facilitate rapid federal action, *the task force should recommend, and the president should appoint by executive order, a Cabinet Council on Adult Literacy.* Membership should be the same as recommended for the task force in A. 2. The Council should meet at least quarterly to set national goals and track progress toward them, monitor the overall national effort, coordinate and oversee programs within the executive branch, and develop new program initiatives. A primary responsibility of the Council should be to devise, coordinate, and implement new government-wide initiatives in workforce literacy.

B. LEGISLATIVE INITIATIVES

The near-term federal legislative program should take the form of a comprehensive new bill, the Adult Basic Skills Act of 1989. Twenty-six specific provisions are proposed for the Act and, if fully enacted, they would result in the redirection of several billions of dollars in existing federal, state, and local spending for adult basic skills, and new annual spending by the federal government of about \$550 million annually.

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JUMP START

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Two provisions would provide the stronger intellectual and information base needed to effectively advance the national literacy effort:

B.1. *As its highest legislative priority, a National Center for Adult Literacy should be established* with broad responsibility for the nation's research, development, training, and policy agenda, as well as information dissemination. The Center should be a not-for-profit quasi-governmental corporation under the supervision of a board including the secretaries of Labor, Commerce, Education, Health & Human Services and the director of the Office of Personnel Management, as well as representatives of state and local government, business, labor, the research community, and the literacy field. The chairman and all non-federal board members should be appointed by the president, with the advice and consent of Congress. A first priority of the Center should be to develop and assist in the adoption of nationally-recognized performance standards by which to measure learners' progress and evaluate program effectiveness. Many of the Center's functions should be performed by a specially-recruited staff of experts, but the Center should also be authorized to make grants or contract for services, to sponsor demonstration projects, and to enter into contracts to provide specialized services and to charge fees. (\$30 million per year)

B.2. *The Departments of Labor, Education, and Health & Human Services should be required to set aside no less than \$7 million each from their existing research budgets for research, technical assistance, and policy analysis to improve the adult basic skills programs they fund.*

Four provisions address the need for developing a larger cadre of professionally-trained basic skills teachers and program managers, as well as the need for a substantially larger investment in developing the role of technology for instructional purposes. A primary goal of the provisions is to overcome barriers to state and local action through a program of federal incentives.

B.3. *Restrictions should be removed on what portion of state grants may be spent for improving the quality and cost-effectiveness of instruction by teacher training or the purchase of technology systems or services*—in the Adult Education Act, the Job Training Partnership Act, the Vocational Education Act, the Family Support Act, and other federal legislation that provides substantial support for basic skills instruction.

B.4. *To stimulate advances in these vital areas, the federal government should match state and local investments in teacher training and technology on a one-to-one basis.* Initially, it should set the amount of its match at some percentage of the appropriations for each program and then increase that percentage in subsequent years. A reasonable percentage to begin with would be one percent of existing program funds for training and one percent for technology, escalating to three percent for each purpose over a period of years. (\$88 million initially)

B.5. *To encourage cost-effectiveness and maximum use of resources and to promote cooperation among basic skills programs, all relevant federal legislation and regulations should be amended to provide that equipment and facilities of any adult basic skills pro-*

gram receiving federal funds should be available free or at cost to any other program receiving federal funds, and it should be available at cost to corporate efforts, community-based organizations, volunteer groups, or others not receiving federal funds.

B.6. *A \$10 million literacy leader training fund should be established on an experimental basis.* Its purpose would be to increase the number of highly-qualified full-time professionals in the adult basic skills field, especially individuals with educational, managerial, and organizational ability who can provide leadership in establishing and managing basic skills programs, in training instructors, and in developing and implementing public policy.

Noting that "the federal government should look to the states as the primary public institutions for coordinating and upgrading the delivery of adult basic skills services," three provisions of the proposed new Act would strengthen their ability to do this.

B.7. *The Adult Education Act and the Vocational Education Act should be amended to provide an 8 percent set-aside that state governors may use for innovative programs and the improvement of basic skills service delivery systems*—similar to the set-aside of the Job Training Partnership Act.

B.8. *To receive either the new 8 percent set-aside or the JTPA set-aside, governors should be required to establish statewide mechanisms (of their choosing) to coordinate the delivery of basic skills instruction within their states and with other states.* Each coordinating body should be required to submit to the governor a statewide plan with measurable goals for enhancing the level of basic skills within the state. The plan should cover at least all federally-supported and state-supported programs, and the state coordinating body should report annually on progress made toward the goals it establishes. Each state plan should be submitted to the federal Cabinet Council on Literacy, which should set formal requirements as a condition of funding.

B.9. *The federal government should make matching seed grants to the states for the development of state resource centers for basic skills education.* These centers would have a variety of coordinating, informational, and upgrading missions, among them to provide leadership in developing teacher training programs and systems, and promoting and helping to implement good teaching practices. (\$26 million)

The remaining 17 recommendations all aim to enable the federal government to "set its own house in order." Mr. Chisman is convinced that "to exert effective national leadership, the federal government will need to implement changes in virtually all of its programs that presently provide support for the field." He notes, however, that "those changes will simply accelerate trends that are already under way in the evolution of federal programs."

The Job Training Partnership Act (JTPA)

B.10. *A new title authorizing basic skills training for the employed should be added to JTPA,* which is found to be a "fundamentally sound program." It would be devoted to large-scale workforce literacy demonstration projects, and focus specifically on persons already working, an area of major neglect at the current time. Funding preference would be given to statewide or industry-wide systems, with demonstrations to involve both large and small businesses, a full range of educational provider organizations, and a variety of instructional approaches. (\$100 million)

B.11. *The Department of Labor should issue new standards for JTPA's adult Title II-A and III programs, to allow states the option of spending more funds for basic skills training and to extend the training period for basic skills participants.* The new standards should accept basic skills "need," unemployment status, and economic hardship as criteria for eligibility in the programs, at the discretion of the states.

The Carl D. Perkins Vocational Education Act

In reauthorizing the Act in 1989, Congress should reorient it toward current workforce needs in a number of ways to ensure that students gain basic skills required by the workforce.

B.12. *Establish basic skills competency as one primary goal of the Perkins Act.*

B.13. *Require states to develop measures of basic skills competency required by employers in their states today and in the years to come.*

B.14. *Require basic skills competency, or programs that will produce it, for participation in any job-specific vocational education program receiving federal funds, and give states more discretionary control over the use of such federal funds.*

B.15. *Fully fund the Adult Training and Retraining portion of the Perkins Act, either with new appropriation or from funds appropriated for other purposes.* (\$50 million)

The Adult Education Act (ABE)

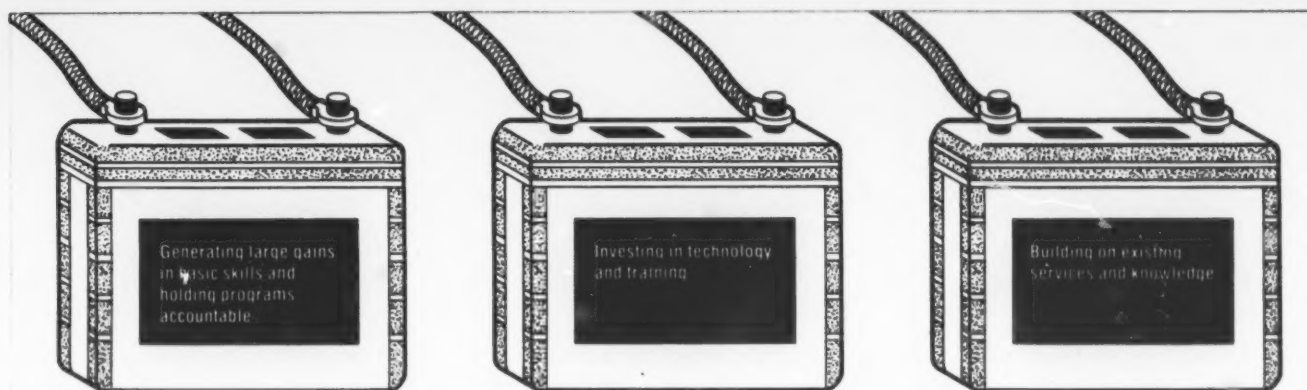
Mr. Chisman writes that "although [ABE] is, paradoxically, one of the smallest federal basic skills programs, [it] is one of the most important, because anyone with basic skills problems is eligible to participate in it. It serves both people in need of assistance with the general range of basic skills and English as a Second Language (ESL) students. It also provides support for high school equivalency courses. The program has been needlessly underfunded over the years and relegated to a position of low visibility within the Office of Vocational Education of the Department of Education. In addition, the demand for ESL instruction in certain parts of the country has been so great in recent years that only about half of ABE's current resources are available for general basic skills training."

To upgrade ABE and build on the successes of its ESL component without jeopardizing its general skills mission, six steps are recommended:

B.16 *The position of Assistant Secretary of Education for Adult Literacy should be established.* This position should carry line responsibility for the ABE program and staff responsibility for coordinating all Department of Education basic skills activities. This action would put the responsibility for basic skills in Education at the same level that already exists in Labor and Health & Human Services.

B.17. *Fully fund the ABE state grant program at its authorized level of \$200 million.*

B.18. and B.19. Because limited-English-speaking persons are the fastest growing segment of the population and the workforce, ***create separate funding for ABE's ESL programs and appropriate \$200 million solely for this purpose. And, in 1991, when the current provisions of the Immigration Reform and Control Act expire, transfer the education provisions to ABE***



and authorize and appropriate in 1992 an additional \$300 million a year for ESL.

B. 20. The provision in ABE that now prohibits states from spending more than 20 percent of their federal ABE funds for high school equivalency classes should be abolished or the limit raised significantly so that the funds are more responsive to actual state and local need.

B. 21. Give governors the discretion to designate someone other than their chief state school officer to administer state ABE programs. In some cases, this will help them integrate ABE programs into overall statewide plans.

The Family Support Act Of 1988 (Welfare Reform)

Under the JOBS program in this Act, states have great flexibility to devote funds to education, training, job placement, and other services to welfare recipients to enable them to become self-sufficient through employment. Consistent with a greater national emphasis on workforce literacy:

B. 22. Congress should require that the states determine the basic skills levels of all participants in the JOBS program and that the individualized plans required by the program should include basic skills instruction for any participants whose skills are seriously deficient, both while they are receiving welfare benefits and during the one-year period of employment during which the Act makes other social services available. The goal is to ensure that the participants get services that will in fact increase their employability. (Also see B. 23.)

The Even Start Program

Homes in which parents have reading and other basic skills problems tend to produce children with those problems. Even Start was set up on a "quasi-experimental" basis last year to promote family literacy with programs that teach the basic skills to both parents and their children. The early results are encouraging, but the program is currently funded at less than one-third of the authorized level.

B. 23. Even Start is an important initiative in both basic skills instruction and expanding services to disadvantaged children. Its appropriation should be increased to its authorized level of \$50 million. In addition, through the Cabinet Council or other mechanism, the Even Start approach should be tried out with welfare recipients under the Family Support Act.

The Federal Workforce & Other Services Vital To The Nation

Mr. Chisman points out that the federal government has no "program of basic skills training for any of the one million federal civilian employees who may require it." He also points out that vital public service industries that receive large amounts of federal funding, such as health care, transportation, utilities, and public-safety services, also have significant basic skills problems that have not been squarely faced up to. Failure to address these needs jeopardizes the national interest.

B. 24. Congress should mandate a General Accounting Office study of the need for basic skills investment in the federal workforce, and it should mandate a study by the Office of Technology Assessment of industries receiving substantial federal resources or otherwise vital to the national interest. Congress should act on the recommendations.

Volunteers In Service To America (VISTA)

VISTA uses about one-third of its funding to supply volunteers to local literacy programs, making it an important support for the field. The program's authorization expires in 1989.

B. 25. The VISTA program should be reauthorized in 1989. It should also receive an additional \$3 million appropriation for joint ventures with national volunteer organizations and community-based organizations to experiment with innovative uses of volunteers in literacy programs.

Program Enhancement

B. 26. To substantially upgrade the quality of the American workforce, all federal programs providing basic skills training (including but not limited to those mentioned above) should be required to (a) develop plans for program enhancement and (b) regularly report the extent of progress toward these goals. The purpose of the first requirement is to enable the nation's basic skills training system, within 10 years, to move at least half the participants in federal programs to at least the minimal level of basic skills needed to perform effectively the tasks required by a high productivity economy and to function effectively in an increasingly complex society.

* * * *

The concluding remarks to the SIPA report are both poignant and prophetic: "As with all

public issues," cautions Mr. Chisman, "the danger is that the opportunity to achieve major advances in adult literacy will pass us by." If the present opportunity is not seized and a powerful national response is not pressed vigorously, the loss to the nation and to all Americans as individuals will be tragic and irretrievable. Fortunately, the timing and the climate are right for a bold federal response to the national literacy need, and Congress and the administration seemed poised to act.

"A combination of humanitarian concerns, regard for civic values, and a growing appreciation of the nation's bottom-line interest in a more highly skilled workforce have created a coalition of concern that cuts across political parties, ideologies, regions, and all walks of life. With widespread political support, powerful values at stake, and a near-consensus on both ends and means, adult literacy presents the nation with a rare opportunity to move ahead rapidly toward national achievements in which we all can take enormous pride. Nineteen eighty-nine is the year in which this can begin to happen."

Mr. Chisman knows that to come to grips with the national adult basic skills problem will be an undertaking of major proportion, but as noted at the outset of this article, he sees it all as "do-able," provided that the adult education system is reformulated along the lines suggested by the above recommendations, and provided that the responsibility for that reformulation "is placed squarely in the hands of some agency or group and if the goal is stated by Congress and the Administration in unequivocal terms."

(For more information or a copy of *JUMP START: The Federal Role In Adult Literacy*, write to Southport Institute for Policy Analysis, 440 First Street, NW, Suite 415, Washington, D.C. 20001, or phone 202-783-7058.)

TOOLS OF THE TRADE



Workforce Literacy

[1] Shaping Tomorrow's Workforce: A Leadership Agenda For The '90s is the latest in a series of publications from the National Alliance of Business. It examines employment policies and problems of the coming decade and considers ways to upgrade workers' skills. It discusses how to organize training and employment services for greatest effectiveness, how to make the "delivery system" for workplace education more coherent, and what role government and the private sector should play. The report is available at no cost from the National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005, (202) 289-2910.

[2] Meeting the Economic Challenge of the 1990's: Workforce Literacy in the South is the result of an extensive four-month study for the Sunbelt Institute by Richard Mendel of MDC, Inc. The report documents the widespread adult illiteracy problem in the South, especially as it bears on the region's economy. It concludes that existing public and private efforts to address the problem do not come close to meeting the overall need, in terms of either quantity or quality of instruction. And it finds that "unless Congress reshapes the federal role in literacy and sets more specific goals for its literacy programs," a system of services that is accountable, responsive, and comprehensive will not evolve. Several recommendations for federal action are given, in part through revisions in the Adult Basic Education Act. For a copy of the report or more information contact Sunbelt Institute, Suite 255, 600 Maryland Avenue, SW, Washington, DC 20024, (202) 554-0201, or MDC, Inc., 1717 Legion Road, PO Box 2226, Chapel Hill, NC 27514, (919) 968-4521.

[3] Training-The Competitive Edge by Jerome Rosow and Robert Zagar of the Work in America Institute is a new book in the Jossey-Bass Management Series. The authors spent three years investigating corporate training and development programs nationally, looking for effective and innovative models in general and for successful programs for "mid-literate" workers in particular. Observing that the success rate of current corporate training programs isn't great, the book offers a number of case studies, as well as strategies and detailed guidelines on how to develop and redirect corporate training programs to meet the changing requirements of jobs and the new technologies. The book is filled with useful information and contains a chapter on designing programs for "functionally illiterate" adults, who "often surpass more literate people in mastering technical skills" and whose primary problem is a lack of skill in processing knowledge and information

rather than an inadequate reading-skill level per se. The traditional collegiate approach to technical training for mid-literate adults is found by the authors to be unsuitable "because it demands the possession of the very skills [these people] are lacking." The book is available for \$24.95 from Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104, (414) 433-1740. A companion volume, **Successful Training Strategies: Twenty-Six Innovative Corporate Models**, is also available from Jossey-Bass for \$32.95.

[4] Women in Poverty. Training for Independence, a new publication from the National Alliance of Business, reviews successful welfare-to-work programs for women in poverty and on unemployment. It provides an in-depth look at model approaches in Massachusetts, New York, California, Maryland, and Pennsylvania. Some 15 local case studies are also presented, along with a directory of state welfare employment contacts and a selected bibliography. A copy can be obtained for \$7.95 from NAB Clearinghouse, 1015 15th Street, NW, Washington, DC 20005, (202) 289-2910 (specify publication #R003244).

[5] "Technical Training in America: How Much and Who Gets It?", is a new study by the American Society for Training and Development. Authors Anthony Carnevale and Eric Schultz show that there is a large and widening gap between the education training that technical workers get and the skill levels required by the new technologies of business. One conclusion is that there is underinvestment in training for the nation's 11.8 million blue-collar technical employees, who constitute nearly 60 percent of the technical workforce. The study was published in ASTD's November 1988 **Training and Development Journal** and is available in reprint form from ASTD, 1630 Duke Street, Box 1443, Alexandria, VA 22313, (703) 683-8123.

[6] Workplace Basics: The Skills Employers Want is a new publication of the U.S. Department of Labor and the American Society for Training and Development. Written by Anthony Carnevale, Leila Gainer, and Ann Meltzer, the study identifies the basic workplace skills needed by employers and provides detailed guidelines on how to design and implement workforce programs that will effectively teach the skills needed. Currently available as a 33-page summary, the study will shortly be published as a full-length book of the same title, to be accompanied by a step-by-step manual. Copies of the summary booklet are available at no cost to ASTD members, and for \$2 a copy to non-members, from ASTD, 1630 Duke Street, PO Box 1443, Alexandria, VA 22313, (703) 683-8123.

General Policy & Research

[7] Groups providing or designing literacy services for the homeless will find Homelessness, Health and Human Needs indispensable to their understanding of the scope and complexity of the problems faced by homeless people. This major work by the National Academy of Science's Institute of Medicine (Fall 1988) is a comprehensive analysis of the demographics and dynamics of homelessness. The health problems of homeless persons are described in detail along with major barriers to obtaining needed health care. Numerous recommendations are given, not just for improving health care, but for addressing related housing and training needs. The book can be ordered for \$19.95 (paperback) and \$29.95 (hardcover) from

the National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418, (202) 334-3318.

[8] The September 9, 1988 issue of *Science*, the journal of the American Association for the Advancement of Science, contained an excellent article by George Miller, titled "The Challenge of Universal Literacy." The article examines the phenomenon of "semiliteracy" in America, summarizes what is known about difficulties of decoding and comprehension, reaffirms that the most effective programs to teach reading and comprehension skills are those built on prior knowledge possessed by the learners, and argues that "by using task-specific training methods, it is possible to employ the unemployable in technical jobs that require limited literacy skills." This and other back issues of *Science Magazine* are available for \$5 from the American Association for the Advancement of Science, 1333 H Street, NW, Washington, DC 20005.

[9] Adult Literacy Education: A Review of the Research and Priorities for Future Inquiry, by Gordon Darkenwald of Rutgers University for New York City's Literacy Assistance Center (1986), reviews and interprets the research literature on adult literacy and proposes a future research agenda for the field based on the findings. This is one of three studies commissioned by LAC to inform the expansion and improvement of literacy services. Copies are available in limited supply and at no cost from LAC, 15 Dutch Street, New York, NY 10038, (212) 267-5309.

[10] Perspectives on Literacy, edited by Eugene Kintgen, Barry Kroll, and Mike Rose and published by the Southern Illinois University Press, is a collection of 28 essays which provide differing views on the psychological and economic consequences of literacy, the historical development of literacy, the teaching of literacy, and the functions and uses of literacy in the workplace and elsewhere. This 475-page book is available for \$17.95 (paperback) and \$29.95 (hardcover) plus \$2 postage and applicable sales tax from Southern Illinois University Press, PO Box 3697, Carbondale, IL 62902, (618) 453-2281.

[11] The April 1988 issue of the *Journal of Reading* is devoted exclusively to adult literacy. It contains 10 articles on various aspects of adult basic education, including the use of computers, diagnosing and evaluating adult learners, applying military experience to civilian job-training programs, and judging effectiveness in adult literacy programs. For a copy of the publication contact the International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714.

Curriculum & Program Development

[12] *Journeyworkers* is a new tutor training video program from ACCESS Network (Canada). It includes 5 videotapes (in VHS, Beta, or 1/4" format), a Tutor's Handbook, and a Workshop Leader's Guide. The tapes contain direct testimonials from adult learners as well as teaching strategies and exercises for tutors. The complete package is \$250 and can be ordered from ACCESS Network, Alberta Educational Communications Corporation, Media Resource Center, 295 Midway Park, SE, Calgary, Alberta T2X 2A8, Canada, (403) 256-1100.

[13] *Adult Literacy and Technology: Training Guides for Adult Literacy Providers* is a new resource designed to show literacy teachers, tutors, administrators, and counselors how technology can be used

effectively for adult basic skills instruction. Developed by Penn State's Institute for the Study of Adult Literacy and the Center for Learning Technologies at the University of the State of New York in Albany, the program includes a series of four videos, each with its own related print component. The program can be purchased from PCC Inc., 2682 Bishop Drive, Suite 107, San Ramon, CA 94583, (415) 830-4200.

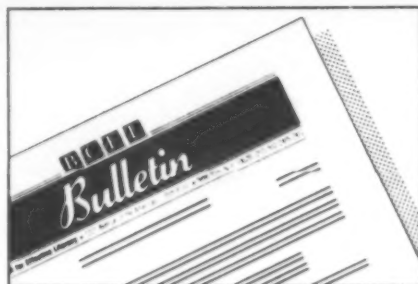
[14] I Want To Read, developed under the direction of Dr. Anabel Newman of Indiana University, is a self-motivating two-hour video program that teaches adults to read in the privacy of their own homes or as a supplement to other instruction. It teaches the alphabet, consonant and vowel sounds, sight memory of more than 600 words, homonyms, and basic reading. The tape is available for \$59.95 from Family Express Video, 37630 Interchange Drive, Farmington Hills, MI 48331, (313) 471-7001.

[15] Two new series sponsored by the Adult Literacy and Basic Skills Unit (ALBSU) in London are designed for adult beginning readers. *Newmat*, a special development effort for the Nottinghamshire County Council, consists of 12 booklets about famous rock stars such as David Bowie, John Lennon, Bob Marley, and Tina Turner. Written in simple English with not-always-flattering details about the lives of the celebrities, the books are likely to appeal to a low-reading-level young adult audience. *Project Bookplace* consists of works of fiction written by adult basic education students as part of their learning programs. Raw and contemporary, the stories are based on the real feelings and experiences of the students. For information about the *Newmat* books contact ALBSU, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England. For details on the fiction series contact The Bookplace, 13 Peckham High Street, London, SE 15 5EB.

[16] Voices of Freedom, by BCEL professional advisor William Bliss, is an excellent new ESL textbook series designed to teach English to those applying for legalization or naturalization and whose reading and writing levels prevent them from using standard citizen texts. One book covers U.S. Government and Citizenship, the other U.S. History and Citizenship. The set can be used to prepare students for the INS interview, or to provide the required course of study for legalization applicants who will earn a certificate of mastery instead of taking standard exams. The books are scheduled for release this Spring. For more information contact Tina Carver, Prentice Hall Regents, ESL/EFL, Englewood Cliffs, NJ 07832, (201) 592-3267.

[17] Basic Academic Skills For Employment (BASE) is a promising new computer-assisted, complete-curriculum program designed to teach reading, writing, language, and math skills in specific job contexts to adults with mid-range skills proficiency. It relates instruction to some 12,000 specific job titles, tracks progress and tests competency acquired in the skills needed for those jobs, designs individualized programs of instruction depending on student-selected job goals, and provides for easy management and evaluation of the overall program. It is designed for direct use by individual learners, has an open-entry, open-exit format, and requires some professional supervision. The basic remediation program consists of 22 diskettes. For further information on the program and on hardware specifications contact Educational Technologies, Inc., 1007 Whitehead Road Ext, Trenton, NJ 08638, (609) 882-2668. ■

MAKE IT YOUR BUSINESS



BCEL is pleased to announce the availability of its new topical bulletin, **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs**. This guide is the third in a series of topical bulletins put out by BCEL and is designed primarily for local literacy groups that wish to develop or consider a corporate fund development program. It should also be generally useful to state and national literacy organizations. Part I of the guide discusses the role of corporate giving in the national philanthropic context as well as patterns and forms of corporate giving. Part II provides detailed practical guidelines on how to build a good corporate fundraising program. There are also various appendix items of an informational nature. [See page 12 of this newsletter for instructions on ordering.]

Presented below are points of general interest taken primarily from Part I of the guide:

- In 1986, corporations donated some \$4.5 billion to charitable causes. However, total private giving that year was \$87 billion, with 89 percent coming from individual donations, 6 percent from general foundations, and only 5 percent from corporations and corporate foundations. Public funding for nonprofit activities in 1986 was another \$81.5 billion from federal, state, and local sources, for an overall total of \$168.5 billion. **Corporate giving makes up only 2.6 percent of this overall amount.**
- Experts who follow corporate giving behavior indicate that contributions from the business community remained flat in 1987, failing to increase for the first time in nearly two decades. They are not expected to rise appreciably in the foreseeable future.
- Massive cutbacks in social spending at the federal level have produced a dramatic increase in applications for corporate support from nonprofit groups of all kinds. One way that companies have been responding is to ro-

tate grantees more than they used to. Rather than to give renewal support to an organization year after year, they are tending to move them off the roster after two or three years and extend support to other needy groups. Many now prefer to fund either special projects or activities that will generate wide publicity or public notice as a way to provide evidence of a return on their investments.

- Educational (and literacy) groups have a relative advantage in the competition for corporate grant funds. In recent years, corporate giving has tended to favor grants for educational purposes and there are no signs of a shift in this preference. In 1986, nearly 43 percent of all corporate donations went to educational causes.

- A corporation's basic role is not grant-giving and social development, but running a business for profit. Companies are not required by law to give to social causes, and, in fact, management must be able to justify to stockholders any distribution of hard-earned profits to charitable causes. For this reason, most businesses view their giving as an "investment" in the community and concentrate it in the geographical areas where their headquarters, plants, or subsidiaries are located. [Note: In BCEL's conversations with corporate giving officers the most commonly heard complaint, even among companies with a special interest in literacy, is that their geographical groundrules are not observed.]

- When corporations first began to make grants seriously in the early 1950s, the function was usually located in the chief executive's or president's office. It still is today in small companies or those entering the giving arena for the first time. But, in larger companies, as the number of grant applications has grown, the trend has been for the function to move to a professional staff person within the Public Affairs or Community Affairs Department, or to an internal "pass-through" foundation established by the corporation.

- Compared to other sources of funding, most corporate grants are small: usually a few hundred dollars in the case of small businesses and corporations and in the \$1,000-\$5,000 range for the vast majority of larger corporations.

- Direct grants are the major form of corporate giving. But two less well-known and potentially important forms of direct corporate giving for literacy programs are Matching Gift Programs, which match the monetary donations of employees to eligible nonprofit

(cont'd. on p. 10)

MAKE IT YOUR BUSINESS

(cont'd. from p. 9)

groups, and Volunteer Service Gifts, which are given in recognition of employees' volunteer efforts. More than 1000 companies provide matching gifts, usually on a 1:1 basis. Volunteer support donations usually range from \$500 to \$1000, and are designated for a specific project or purchase. In the latter, employees must have donated a significant amount of time to the nonprofit organization over some specified period of time. These programs share certain features: Employees, not the potential grantee organization, must apply for them. Retirees, as well as active employees, are often eligible. Gifts are usually given each year on a first-come, first-served basis.

- It is becoming standard practice for corporations to require their grant applicants to have a federal nonprofit tax-exempt "public charity" status under section 501(c)(3) of the Internal Revenue Code (in addition to any state or local tax-exempt status they may have). Not only is the public charity designation usual for most educational, religious, and charitable organizations, but it is the most advantageous status in appealing to corporate donors because it allows them to receive the largest possible income tax deduction. Thus, literacy program applicants must either have or get their own public charity status or locate an organization that has it and would be willing to serve as their fiscal agent.

- A significant amount of corporate giving occurs indirectly, through the United Way, and in the form of both grants and in-kind donations. United Way campaigns (some 2300 United Way chapters are currently operating in communities across the country) have long been a traditional way for corporations to channel their community giving in the areas of health and human services. For the first time in its history, United Way of America recently added a single-focus issue to its agenda by adopting a national literacy initiative, and over the next few years, local chapters will be making a special effort to support literacy groups with grants and technical assistance help. In response to the new UWA initiative, a number of companies are expected to earmark a portion of their future United Way contributions specifically for literacy grants. Programs must have a 501(c)(3) status to apply for membership, and grant recipients are often prohibited from approaching corporations on their own for additional support. ■

CORPORATE LITERACY ACTION

McGraw-Hill's Varied Role



McGraw Prize Awardees, 1988: Claiborne Pell, Helen Crouch and Terrel Bell, shown here with Joseph Dionne & Harold McGraw, Jr. of McGraw-Hill.

McGraw-Hill, Inc. is operating in several ways to help advance adult literacy. For example, it sponsors a major employee volunteer literacy program in cooperation with Literacy Volunteers of New York City, providing both grant support and space for classes and tutor training. *Business Week*, its centerpiece publication, carried public service ads for the Ad Council's national adult literacy campaign valued at some \$300,000. That same magazine, in its September 19, 1988 issue, carried an excellent, in-depth feature report on the decline of America's workforce and the massive skills upgrading needed (see Available From BCEL, page 12). McGraw-Hill also provides annual grant support to BCEL. By the end of 1988 it had given a total of \$166,000, making it BCEL's largest single backer.

A recent action further underscores the company's belief in the importance of adult literacy. On December 6, its new **McGraw Prize in Education** program was launched in celebration of McGraw-Hill's 100th anniversary and in honor of Harold W. McGraw, Jr., Chairman Emeritus. Each year, up to three \$25,000 awards will go to individuals "who have made significant contributions to the advancement of knowledge through education." In ceremonies at McGraw-Hill headquarters in New York, Harold McGraw and Chairman & CEO Joseph Dionne presented the first three awards to former Secretary of Education Terrel Bell, Senator Claiborne Pell, and Helen Crouch of Literacy Volun-

teers of America. In addition to a check, each received an engraved Hoya Crystal Book signed by artist Toshio Sugawara. Ms. Crouch was recognized for her twenty years of service with LVA, where she began as a volunteer tutor and now serves as President, and for her national leadership role as head of the Coalition for Literacy, a national consortium of 16 organizations dedicated to fighting adult illiteracy.

A Round For The Exxon Corporation

The Exxon Corporation recently granted a total of \$225,000 for six adult literacy projects of national scope. Wider Opportunities for Women received \$50,000 to help disseminate and replicate its model literacy program for single low-income mothers among employment and training organizations. Grants of \$25,000 each went to CONTACT Literacy Center (to update and streamline its referral system data base), Laubach Literacy Action (to develop information for distribution through its national clearinghouse), Literacy Volunteers of America (for an evaluation of program effectiveness), Literacy Volunteers of New York City (for its national publications project), and the Southport Institute for Policy Analysis (in partial support of its study on the federal role in adult literacy).

The "Work Works" Campaign

The National Alliance of Business and the National Association of Broadcasters are sponsoring a new "Work Works" Campaign in collaboration with local private industry councils and job training programs, and such top rock bands as Run-DMC, Aerosmith, and Los Lobos. The goal of the campaign is to get messages out to young people, especially hard-to-reach youth at the local level, about the importance of education and job training. Job training booths were set up at some 30 concert sites of Run-DMC's recently-completed national tour—with information on local job training programs made available along with free Run-DMC posters. Local businesses donated items for raffle to support the program and youth employment initiatives in general. Similar promotional events are now being planned for Aerosmith and Los Lobos tours beginning this Spring. In addition, English and Spanish PSAs are being developed for local television airing. In announcing the program, National Alliance of Business president William Kolberg noted: "We have taken an uncommon approach to solving a common problem which is that most youth who desperately need these education and training programs don't know

where to turn for help. [In this program], we have a unique opportunity to reach out to thousands of youth nationwide with a message that 'work works' and that jobs and job skill training are available and can make a difference in their lives."

Guy Gannett's Maine Initiative

The Guy Gannett Publishing Company, which is unrelated to the Gannett Corporation, recently launched a statewide literacy campaign in Maine. Known as the Pro-Literacy Project, the effort involves a public awareness campaign in cooperation with the state's literacy initiative (using the chain's own newspapers and television), assistance to local literacy providers in the form of advertising help and direct grants, and an active

in-house recruiting effort for tutors and students for local literacy programs. Pro-Literacy will also work with businesses to help them develop on-site basic skills programs for their employees. For more information contact Jim Abbott, Director, Guy Gannett Pro-Literacy Project, 274 Western Avenue, Augusta, ME 04430, (207) 623-2811 or 800-537-5508.

Upgrading Skills At Springs Industries

Springs Industries, a textile manufacturing firm headquartered in Fort Mill, South Carolina, is the first corporation to respond to the Governor's call for action in early 1988. Springs is implementing a new program to improve the math and reading levels of its workers throughout the company and state.

The program is coordinated by the state ABE program and goes well beyond the Governor's minimum request by providing a full range of services, including high-school-equivalency preparation, one-on-one tutoring at lower skills levels, and job-specific technical training. The project began last year at one site, with 50 employees taking part, and has already expanded to seven plant branches involving 600 people. The ultimate goals is to have classes at all 12 job locations in the state. Employees participate voluntarily before or after work and must spend at least two days each week in the program. For further information contact Roy Lee, Manager, People Programs, Springs Industries, PO Drawer 10232, Rockhill, SC 29730, (803) 324-6595.

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND CONTRIBUTIONS

The ARCO Foundation recently made a \$500 contribution to the Delaware County (PA) Literacy Council under the company's volunteer incentive program which rewards time donated by retirees or employees to nonprofit groups.

Atlantic Financial Bank has donated \$1,000 to the Beckley (WV) Literacy Program. The funds will be used in part to provide tutors and learners with instructional materials on personal money management.

Boise Cascade, a paper mill company in Vancouver, WA has donated \$5,000 to Clark Community College's basic skills program. It also is spearheading a drive to raise another \$94,000 for the program from individuals and businesses in the area. In addition, the company hopes to set up an on-site program for its own employees in the coming year.

The Charleston (SC) News and Courier has made a \$5,000 matching grant to the Trident Literacy Association. The City of North Charleston has contributed \$2,000 and is providing the Association with free office space, utilities, and telephone services.

The Field Corporation Fund recently awarded grants to four Chicago-area literacy programs: the Literacy Council of Chicago, Prologue, Inc., Project ABLE, and the Pace Institute. SAFER Foundation.

The Knight Foundation has made a two-year grant of \$80,000 to Philadelphia's Center for Literacy. The Center will develop an anthology of student writings and a tutor handbook geared to learners' most common educational goals. When completed, these publications will be made available to literacy programs around the country.

The Philadelphia Daily News and WPVI-TV provided major support for "More Outrageous Observations," an entertaining evening of political debate featuring local media correspondents. The debate was preceded by presentation of a literacy award to Pennsylvania First Lady, Ellen Casey, and by an auction of political cartoons autographed by the presidential candidates. The event raised funds and awareness for the city's Center for Literacy and received additional support from **ARCO Chemical Company**, **Bell of Pennsylvania**, **Fidelity Bank**, **Hunt Manufacturing**, **IBM**, **Mellon Bank**, **Sears**, and **Sun Company**.

Southern Connecticut Gas Company is providing office space to Literacy Volunteers of Greater Bridgeport at the company's Bridgeport facility.

Speedway Copy Service provides discounted printing services to the San Francisco Library's Project Read.

Sundstrand Aviation Operations of Grand Junction, CO has donated the design and printing of a brochure for the Mesa County Library Adult Reading Program.

Time Inc. has received a President's Volunteer Action Award for its Time to Read tutoring program. The Award is sponsored jointly by the White House Office of Private Sector Initiatives, ACTION, and VOLUNTEER, a national center promoting volunteerism. Time Inc. has also begun publication of "Sports Illustrated for Kids," a version of the popular sports publication designed for school children 8 years and older. The monthly publication is being distributed to schools to reinforce children's reading skills through use of enjoyable, interesting materials. Teachers' guides are sent to participating schools. The company is giving away half-year subscriptions to 250,000 children in underfunded school systems nationwide.

The West Virginia Press Association has put together a "Read Today" program consisting of a dozen reading lessons built around sports stories, automobile and grocery advertisements, and other features commonly found in newspapers. These lessons have been run in daily and weekly newspapers across the state with a total circulation of 400,000 (two-thirds of all West Virginia households).

The Wooster (OH) Daily Record sponsors the Buckeye Book Fair which raises funds and awareness for Ohio literacy efforts through the sale of books about the state and/or by Ohio authors.

PLANNING, RESEARCH, AND AWARENESS

The American Society for Training and Development held a conference in Washington, DC in October in which it described its report, "Workplace Basics: The Skills Employers Want." Representatives from **Mazda**, **United Auto Workers**, **Polaroid**, and **Aetna** described their employee basic skills efforts, and **Motorola's** vice president for training and education spoke in a wrap-up panel focusing on key issues facing workforce training policymakers. [See Tools of the Trade on p. 8 to order the publication.]

The Bank Marketing Association has awarded a certificate of merit to **Rhode Island Hospital Trust** for its literacy awareness campaign in that state.

Representatives of **Eastman Kodak Company**, **Motorola**, **Polaroid**, and **The Travelers Insurance Company** described their companies' employee basic skills programs at a November workplace basic skills conference organized by Fairfield University's Management Training Institute for more than fifty human resource personnel in Connecticut companies.

The Greater Newark Chamber of Commerce co-sponsored a workplace literacy conference for that city's business leaders in November. The conference organizing committee included representatives from **Mutual Benefit Life Insurance Company** and **New Jersey Bell**.

In October, **The National Association of Broadcasters** hosted a meeting of human resource personnel, education policymakers, business leaders, and others which focused on the role of broadcasters in covering the workplace literacy issue.

In November, **The National Catholic Association for Broadcasters and Communicators** honored Jim Duffy, President of Communications at **Capital Cities/ABC** and **WQED-TV** President, Lloyd Kaiser. The broadcasters were presented with the Association's 1988 Personal Achievement Gabriel Award for their leadership in the PLUS campaign.

Parade Magazine editor, Walter Anderson, was keynote speaker in November at LVA's national conference in Albuquerque.

Restaurants & Institutions covered literacy in the food-service industry in a recent issue.

Scripps Howard's National Journalism Foundation last year presented its Charles E. Scripps Award for Commitment to Literacy to PBS affiliate New Jersey Network for its 1987 coverage of the literacy issue.

Sentinel Printing Company's president has been elected president of the Ohio Literacy Network. **The Electronic Commodity Corporation's** president now serves as Network treasurer. Representatives of **WDTN-Dayton**, **P/H Dayton**, **P/H Electronics Educational System**, and **Warfield Communications** also serve on the Network board.

EMPLOYEE BASIC SKILLS PROGRAMS

Honeywell, Inc. has begun an outreach program urging all low-level-reading employees in its Phoenix plant to enroll in basic skills programs offered in-house or in community agencies.

The Metropolitan Baltimore Council of AFL-CIO Unions has launched a worker basic skills program in collaboration with the Maryland State Department of Education. Funded by a \$303,023 federal workplace literacy grant, the program will provide instruction on union or company premises for members of ten unions. Daycare, transportation, and counseling services will be made available as needed.

Weirton Steel and **Union Carbide** are setting up basic skills and technical training programs for some 3,000 of their workers in West Virginia with \$270,000 from a federal Workplace Literacy Partnership Grant. The 15-month program will operate in collaboration with West Virginia Northern Community College. ■

AVAILABLE FROM BCEL

● **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a new BCEL resource designed primarily for local literacy programs. The bulletin is discussed beginning on page 9 of this issue of the newsletter (\$3.00).

● **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers wishing to address the basic skills problems of their own workforce. It gives step-by-step guidance on how to plan and implement an effective job-related basic skills program and includes a listing of resource persons and background reading material (\$5.00).

● **Developing an Employee Volunteer Literacy Program** is a 12-page how-to guide for employers wishing to encourage their employees to volunteer as tutors and in other capacities to help literacy groups in their communities (\$2.00).

● **Functional Illiteracy Hurts Business** is a leaflet for local literacy planners and providers to use in their fund development efforts with business. (No cost for up to 25, on a one-time basis per organization, and 10¢ a copy thereafter.)

● Back issues of the *BCEL Newsletters* are available at no cost for up to 6 copies and at 25¢ per copy thereafter. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.

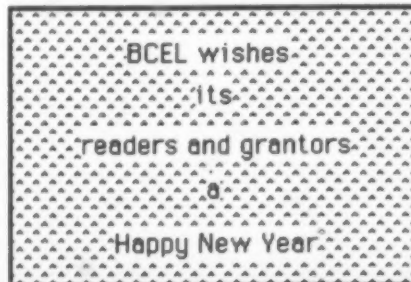
● BCEL's *State Directory of Key Literacy Contacts, 1988-89 Edition*, is an aid for both the literacy and business communities (\$5.00).

● The September issue of *Business Week* contained an excellent special report titled "HUMAN CAPITAL: The Decline of America's Workforce." A modest supply of reprints is available from BCEL (\$1.50 per copy).

● **TURNING ILLITERACY AROUND: An Agenda For National Action** consists of two BCEL monographs which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action (\$10.00 the set).

● **PIONEERS & NEW FRONTIERS** is a BCEL monograph which assesses the role, potential, and limits of volunteers in combating adult illiteracy (\$5.00).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved your order must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.



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Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N. Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

For some time now, literacy planners and researchers have pointed to the promise of family literacy programs—efforts to improve the parenting and basic skills of adults in order to foster learning among their children. In response, two important pieces of federal legislation have recently been passed. Even Start and the welfare reform act, which will soon provide significant new funding to help the states develop family literacy programs.

In addition, about a month ago, the new Barbara Bush Foundation for Family Literacy was launched, further underscoring the importance of this aspect of the national illiteracy problem, and in the process making it clear that our First Lady intends to remain active in literacy.

People throughout the field are greatly heartened by these new initiatives. But, at the same time, many are voicing considerable uncertainty about how best to proceed in designing programs and setting their goals. Thus, I urge your attention to this issue's feature article which highlights several model family literacy programs and also comments on some of the key issues and concerns in this area.

Concurrently, with regard to literacy activity generally, and especially workplace literacy, the thoughtful recommendations of the Southport Institute's recent report *JUMP START* are having considerable impact on the Washington scene. Several literacy bills are currently being introduced in the Congress. And also several business groups are scheduling meetings in Washington over the next few months to convey to the Administration and the Congress the business community's strong interest and concern for further action on this issue. Business clearly has a great deal at stake and your continuing involvement and backing are vitally necessary.

LITERACY BEGINS AT HOME



From "Reading and Learning Tips For Parents," Courtesy of PLAN, Inc., Washington, D.C.

The apple doesn't fall far from the tree, they say. That old bit of folk wisdom, dressed to go in the language of educators, cognitive scientists, and legislators, has become a force behind a growing movement in the field of adult literacy. It is driving new kinds of programs that approach illiteracy as a family affair and seek to break the chain that perpetuates it from generation to generation.

The significance of the movement is that it advances the traditional discourse about illiteracy. It shifts the focus from treating illiteracy as individual failure to the broader context of its root causes—and to strategies for preventing it where it begins: in the social and cultural environment of the home.

Like Parent, Like Child

Low-literate families tend to reproduce themselves. Children who grow up in homes where parents do not read, or read only marginally, lack the role model provided by a literate parent. They lack early exposure to reading by not having stories read to them by a parent. They do not see books or print materials around the house. There is little use for these things in homes where the adults cannot read, or where they may be too poor to buy them even if they can read. Some children do not even have homes; they make up a growing share of the homeless population in America.

Non-reading parents cannot help their children with homework. When asked for help, they may brush the children aside because they are embarrassed or insecure about their own literacy skills. The children may interpret this to mean that school is thought to be unimportant. (For most parents this is far from the case; they are ashamed of their own lack of schooling and do not want their children to suffer their own educational limitations.) These parents are not the ones who show up at PTA meetings or go

to see the teacher when a child's report card is poor. They may be unable to read the report card or interpret what it means. And they may be too intimidated or disconnected from the school to go there in any case, it being the institution where they themselves failed or experienced humiliation.

There are millions of such adults, millions of such homes, and millions of children growing up in them. And their numbers are growing—as are the social and economic conditions that spawn them.

Family poverty is on the rise. Nearly one-third of all young families are poor, more than double the number of two decades ago. One-fourth of all families are now headed by a single parent, mostly women (40 percent of whom have an 8th grade education or less). Some 15 million children, nearly 24 percent of those under 18, live in these households (1986). More than one million teenagers become pregnant each year; for every hundred children born today, thirteen are born to teenage girls. These adolescent mothers are less likely to complete high school than mothers who have children at a later age. To boot, the research from which such statistics come points to the educational level of the mother as the greatest predictor of a child's future academic success.

Cognitive science research has much to tell us about the way human learning develops. It is primarily a cultural and social phenomenon, says researcher Tom Sticht of Applied Behavioral and Cognitive Sciences—as opposed, that is, to the notion that there are biological or genetic factors that set limits on cognitive potential. Sticht is co-author (with Barbara McDonald) of a soon-to-be published report on the intergenerational transfer of cognitive ability. The report is based on a three-day conference which assembled national figures from the practice, research, and policy-making literacy communities; its purpose, to review past literacy interventions, and to consider the implications of present knowledge in the cognitive sciences for new approaches to the illiteracy problem.

The report states that "the major source of cognitive ability is the social environment into which the child is born and reared. It is this environment that provides the basic tools of thought, language, concepts, and the means and motivation for 'intellectual' activities." Or, put another way, "the individual's potential is no better than the networks of intelligences into which she or he can connect." (cont'd. on p. 4)

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NEWS IN BRIEF



Barbara Bush Foundation Launched

On March 6, at a special White House luncheon attended by government officials, literacy leaders, and other invited guests, the Barbara Bush Foundation for Family Literacy was announced. "The creation of this foundation," noted Mrs. Bush, "is just one way to express my commitment to solving the serious problem of illiteracy in our country." Among other things, the Foundation plans to make grants for the planning and operation of intergenerational literacy programs, including support for teacher and staff training activities, and to develop and disseminate material about successful family literacy programs. Mrs. Bush will be the new Foundation's honorary chairwoman. Program and funding decisions will be made by an eight-member advisory committee, chaired by Joan Abrahamson of the Jefferson Institute. The committee will work closely with Benita Somerfield, who has been named the volunteer executive director. Ms. Somerfield is currently President of Workplace Resources at Simon & Schuster [also see Corporate Literacy Action, p. 9]. The Community Foundation of Greater Washington will serve as fiscal and administrative agent for the Foundation. Some \$1 million in start-up funding has already been pledged by corporations, foundations, and individual donors, and additional funding will be sought from private sources to sustain the Foundation. Companies and individuals wishing to make a donation should contact Joan Abrahamson, Chair, Barbara Bush Foundation for Family Literacy, 1002 Wisconsin Avenue, NW, Washington, D.C. 20007 (202) 338-2006. For information on the plans and programs of the Foundation, contact Benita Somerfield, Executive Director, at the same address and phone number.

JUMP START Gets New Funding

Since issuing *JUMP START: The Federal Role in Adult Literacy*, The Southport Institute for Policy Analysis has received \$265,000 in additional funding for follow-up work. The funds have come from the Mott Foundation (\$130,000), the Hewlett Foundation (\$100,000), IBM (\$20,000), Chicago Tribune Charities (\$10,000), and Travelers Company (\$5,000).

Prince Philip Honors Bronx Ed

The English-Speaking Union, an international nonprofit organization founded 70 years ago to foster mutual trust and understanding among English-speaking people, recently recognized Bronx Educational Services as an outstanding U.S. education program. One of seven winners in ESU's new Excellence in English Awards program, Bronx Ed has provided small-group, learner-centered basic skills instruction to South Bronx adults for more than 15 years. Prince Philip presented the award in a ceremony in New York City on March 15.

OTA Workplace Study In Process

The Office of Technology Assessment (OTA), a research service for Congress, is sponsoring a year-long study on training in the workplace at the request of the House Education and Labor Committee, the Senate Finance Committee, and the Senate Labor and Human Resources Committee. The study will examine the characteristics and needs of employee training from basic skills to management levels in relation to the introduction of new technologies in the workplace and the corporate classroom, lessons learned from military experience with technology training, and training experiences and practices in other industrialized countries. OTA is being advised in the undertaking by a panel of national literacy, corporate, and military leaders. An official report will be presented to Congress and released to the public at the end of the project.

Advances At The Bar

In 1986 the American Bar Association (ABA) created a special Task Force on Literacy. The following year the Task Force conducted a national Executive Forum on Literacy and published *Lawyers for Literacy*, a manual advising bar associations across the country on how to help literacy groups in their areas. In 1988 the Task Force held a two-day ABA Literacy Leadership Institute on research development, public

relations, board recruitment, and public management issues for literacy programs. ABA has also provided space for meetings of the National Coalition for Literacy, worked with BCEL on legal aspects of literacy testing, and sponsored workshops and other activities to support literacy. The Task Force will hold a National Judicial Conference on Literacy this summer or fall for state-level judges. The conference will produce a National Judicial College White Paper on the role of the judiciary in literacy improvement. The effort is being planned with the assistance of Literacy Volunteers of America, ABC, United Way of America, and other organizations. The ABA needs to raise \$60-70,000 to underwrite the event. In the meantime, state bar associations have been launching their own projects. The Lawyers in the Community Committee of the Connecticut State Bar is developing a statewide literacy program directory. In the District of Columbia, a group of young lawyers has started a special program to provide tutoring services to homeless children. The Florida State Bar, in cooperation with state literacy groups, has produced and distributed video and audio PSAs to recruit adult literacy students. In Arizona, the State Supreme Court has begun a long-range program to improve the basic skills of young offenders. And the Lawyers for Literacy Task Force in Massachusetts is recruiting volunteer attorneys to give technical assistance, legal advice, and tutoring help to literacy programs in the state, as well as advice on how to lobby effectively for favorable legislation. For information about these activities, or to help fund the Judicial Conference, contact the ABA Task Force on Literacy, American Bar Association, 1800 M Street, NW, Washington, DC 20036 (202) 331-2287.

NAEP Develops Assessment Tools

More than two years ago, the National Assessment of Educational Progress (NAEP), a project of the Educational Testing Service, issued its highly significant study called *Literacy: Profiles of America's Young Adults*. In that study, which assessed and found wanting the basic skills of young adults aged 21-25, three measures were used to assess ability: reading and understanding prose in newspapers, magazines, and books... identifying and applying information in documents such as charts, indexes, and forms... and applying numerical operations to processing information such as that used in balancing a checkbook and filling out order forms. In 1987, NAEP contracted with

the U.S. Department of Labor to use its approach to study the literacy skills of some 8,000 individuals in JTPA, unemployment, and employment service programs in some 25 states. NAEP was also to turn its accumulated experience and approach into testing tools that can be used directly by persons responsible for planning instructional programs, both in a job-related context and for general literacy purposes. The survey design for the first phase of the undertaking is nearing completion and NAEP advises that the actual survey will be conducted this summer or in early fall. Work on designing the testing tools for public and private-sector use will continue through next spring, and will include both pen-and-pencil and computer-administered tests. NAEP hopes eventually to produce tests that program planners can use not only to diagnose individuals' skills problems but also to prescribe suitable educational programs. For more information contact Archie LaPointe, NAEP, CN6710, Princeton, NJ 08541 (800) 223-0267.

Student Literacy Corps Gears Up

The Literacy Corps Assistance Act sponsored by Senator Edward Kennedy called for funding of over \$4.9 million beginning in 1989 for two years. Originally part of the Senate Trade Bill, the Act was later amended and put into the Higher Education Act of 1965, bringing the program under the jurisdiction of the Department of Education's Office of Postsecondary Education. The Literacy Corps will allow students to get college credit by performing 60 hours of tutoring through established community agencies during a semester-long course. Two- and four-year colleges that use a portion of their federal College Work-Study allotment for this purpose are eligible to apply for grants. Also eligible are colleges which have conducted a cooperative education program or can demonstrate an ability to engage in appropriate outreach activities. Grants up to a maximum of \$50,000 will cover administrative costs and faculty salaries. For guidelines contact Donald Bigelow, Office of Postsecondary Education, Rm. 3082, ROB, Washington, DC 20202-5131 (202) 732-5596.

Exploring Rural Literacy

The Rural Clearinghouse for Education and Development (RCED) at Kansas State University has received an 18-month grant of \$96,000 from the MacArthur Foundation to work on illiteracy in rural areas. According to RCED, rural residents make up 42 per-

cent of the nation's functionally illiterate population and in many regions are primarily minorities. As natural resource occupations decrease, more of these people will be seeking jobs in today's high technology labor market for which they do not now qualify. RCED will develop better information about the nature and extent of rural illiteracy. It will also identify and examine existing rural literacy programs and propose links between them and rural networks such as the 4-H and church groups. The project will use the rural population sampled in the recent NAEP Young Adult Literacy Assessment. For more information contact Ronald Kolenbrander, Rural Clearinghouse for Education and Development, Umberger Hall 306, Kansas State University, Manhattan, KS 66506 (913) 532-5560.

Schramm Award For GED Program

The Kentucky Network (KET) has won the Schramm Award of Excellence for its out-

standing GED series. Named for Wilbur Schramm, renowned international communications authority, the award honors outstanding achievement in education through the media. The KET/GED series broadcast on The Learning Channel has been given wide praise for high-quality instruction produced with imagination, humor, and practical help for the student. For information about the series contact KET Enterprise, 2230 Richmond Road, Suite 213, Lexington, KY 40502 (800) 354-9067.

In The States

• **California's** Joint Legislative Committee on the State's Economy is studying options for dealing with the workplace illiteracy problem.

• In **Connecticut** fifty corporate human resource officers attended a day-long workplace literacy conference hosted by Fairfield University last November. ■

ON THE MOVE:

The BBC's National Certificate

In the late 1970's, the BBC, working with Local Education Authorities (LEA's) and the new Adult Literacy and Basic Skills Unit (ALBSU, a national research and coordinating agency) launched its successful adult literacy campaign throughout the U.K. Television was used primarily as a motivational tool, radio as a medium of communication with volunteer tutors, and local LEA's provided direct instruction to persons referred to them by the BBC's then-bold national telephone referral service. Basic funding for the effort came from the British government, a few foundations (including the Ford Foundation), and the BBC itself.

Building on the lessons of that experience, the BBC is now launching a second campaign, to begin in October. The BBC has made a three- to four-year commitment to the effort, with first-year funding of 3 million pounds to come from the British Department of Education. The effort will include heavy direct instruction via television across a range of basic skills needs.

In cooperation with ALBSU, the Department of Education and Science, and the Department of Employment, the BBC will

also launch a National Basic Skills Certificate Program. The certificate will recognize learning accomplishments at various skills levels and is expected to be of strong interest to the business community as well as a useful personal tool in attaining employment. Last August, a BBC study looked at what the certificate should consist of, who would accredit and administer it, and the form it should take to be most widely accepted by employers and educators. The first level of the Certificate Program is expected to start at the end of this year or early next, with the first awards to be given in the summer of 1990.

David Hargreaves, Head of Continuing Education at the BBC, emphasizes the duality of the Certificate Program. "What we want is a situation where a person in, say, the construction industry might start studying in their workplace or local college for a certificate in basic skills, construction level 1 or 2, and within that industry the certificate has real value. But if the person transfers to some other field of work, if he's got his level 2 in construction, at least you know what numerical or dealing-with-print skills he has, even if you're not familiar with the context in which they were exercised." One of the goals is to create the "bottom rung of a ladder that will support nationally-coordinated forms of accreditation at different levels."

(Further information about this initiative will appear in the BCEL Newsletter as the effort unfolds.)

LITERACY BEGINS AT HOME

(cont'd. from p. 1)

The Intergenerational Approach

Ordinarily, remedial programs work with separate groups. Head Start and Chapter 1 compensatory programs focus on children. The Job Corps focuses on Youth. The Adult Basic Education Act focuses on adults. (Chapter 1 is the federally-financed program for disadvantaged children who are below grade in basic skills.) By and large, these efforts have not been effective enough, as measured by educational gain. The dropout rate in adult programs is very high, and the children's programs have yielded only short-term cognitive gains that diminish without sustained follow-up.

Intergenerational programs may well be a partial answer. They are oriented toward preventing the problem, not just treating it after the fact. By approaching the matter holistically, as a condition of multiple interlocking factors, they do not focus exclusively on adults or exclusively on children. They regard the family, or adults and children together, as a combined learning unit.

A Range Of Models

Because the intergenerational literacy movement is in its infancy, definitions are still evolving, as are a range of different program models for different situations. Indeed, intergenerational programs already seem to abound. They are coming in a rapid profusion, if not confusion, of shapes and styles. Some, according to the experts, are based on simplistic assumptions about what will produce lasting results, others are unclear or unrealistic about their goals, and even the exemplary efforts, such as those discussed below, have not yet accumulated enough experience to be definitive about their impact. But one thing is clear at this stage. Curricula and strategies for the transfer of literacy from the parent to the child must be consciously designed into family literacy programs. As Ruth Nickse, a pioneer in family literacy, puts it: "Intergenerational programs [that work] involve more than just jitting a kid on your lap and reading to him. It's not that simple."

A good program, according to those in the forefront, should have all of the following characteristics:

- literacy and parenting education for adults;
- literacy and pre-literacy activities for children;
- varying degrees of systematic parent and child interaction, with emphasis on parents as teachers;
- interdisciplinary teamwork on the part of ABE and early childhood teachers; and
- liaison with community agencies which bring their resources to bear on various problems faced by the families.

The range of existing programs, according to Nickse, could be said to comprise a continuum of formal direct interventions and informal indirect approaches. At one end is the tightly structured program where parents and pre-school children are taught by adult literacy teachers and early childhood teachers, usually in a formal setting, with a built-in design for parent-child interactions. The highly-acclaimed Kenan Family Literacy Project,



Illustration Use Donated By Artist Michael Klein

described below, is an example. Because such programs require a firm, sustained commitment of parent time, they are targeted chiefly on those who are unemployed and who have children of pre-school age. They also require an on-site early childhood specialist and an adult literacy specialist.

Moving along the continuum are the less formal programs where adults and children are not necessarily taught together. These are appropriate for working parents and those whose children are already in school. The parent or adult is the focal point, with the curriculum and instruction designed to improve his or her reading ability in order to serve as reading models for the children.

Next are programs of informal indirect intervention. These cover a spectrum of activities from consciousness-raising about literacy, to advocacy, to "literacy events." Typical literacy events, often planned as weekend activities for working as well as unemployed parents and their children, might include story telling, puppet shows, book fairs, the use of computers, and the like. The purpose of these pleasure-directed family activities is to build positive values and attitudes about literacy where no such tradition exists.

Many programs are combinations and permutations of these three basic types. And some include grandparents, aunts, uncles, or other primary caretakers. Some also include older and younger children who are not necessarily family members at all.

The Kenan Trust Family Literacy Project

Three days a week at 8:30 in the morning, groups of undereducated, generally poor parents go to school with their three- and four-year old children. They stay until 2:30 in the afternoon. They are transported by bus and served breakfast and lunch at no cost. They are all part of the Kenan Trust Family Literacy Project, an 18-month project funded by the William R. Kenan Jr. Charitable Trust in North Carolina, which is now installed at seven sites in Kentucky and North Carolina. [The Family Literacy Program is patterned after the award-winning Parent and Child Education Program (PACE) initiated in Kentucky four years ago and now operating

at 18 sites in that state with the hope of expanding to as many as 90.]

Recruiting people into the Kenan Family Literacy Program has not been easy. The program is intense. It requires long-term commitment, and it asks that parents come to a place where they have failed in the past. In many instances, parents are recruited personally, identified through welfare or Head Start programs and visited in their homes by Kenan teacher teams who come to motivate them. Once signed up they tend to stay, especially as the children grow excited about their parents' participation.

During the course of the day the children are provided with cognitively-oriented pre-school activities based on learning through play, while their mothers or fathers sharpen their skills in reading, math, and language. The adult basic skills curriculum also includes parenting education, pre-employment skills, and vocational education.

The staff is comprised of two early childhood teachers and an adult education teacher who have distinct roles but meet regularly and have been trained to function as a team. The adult education teacher teaches the basic skills and individually-tailored vocational components. The early childhood teacher teaches the pre-school and parenting components. Equally important, parents are taught that they are the first and foremost educators of their children. Group process techniques are taught so that the teachers can effectively lead parent group meetings where all kinds of life needs are discussed.

A component that has evolved is school volunteer work by parents for about an hour each day. They work as custodial, office, or kindergarten aides. Through their volunteer work they get to know the principal on a friendly basis. And many of the parents, who have never before held a job, get work experience they can use on a job application as well as a job reference from the school principal. Thus, the parent-school interactions are highly significant for all concerned.

A typical day in the program looks like this:

8:15-10:45 Parents in basic skills and/or employment preparation instruction. Children in developmental pre-school program until 11:00.

10:45-11:00 Break for parents.

11:00-11:45 Parents join children for learning activities, and practice teaching in an atmosphere where learning is fun. An early childhood specialist is on hand to help.

11:45-12:15 Parents/children lunch together.

12:15-1:00 Parents study or work as school volunteers and children rejoin pre-school program activities.

1:00-2:30 Parents receive training in parenting skills while children nap.

Though similar programs could be adapted to public libraries and community settings, the Kenan model is deliberately located in elementary schools. That is because the schoolhouse itself is so often a barrier to parents' participation in their children's education. The idea is to make it comfortable, familiar terrain. The setting also facilitates contact with school personnel, making them more sensitive to the circumstances of the families.

Asked about the results so far, director Sharon Darling demurs. "If pressed, I could tell you that 80 percent of the adults in an evaluation of PACE increased two grade levels after 75 hours of instruc-

tion, or met their individual goals, and that the children increased their development skills by 28 percent. But grade level gains on the basis of these programs don't mean anything. The goals of the program don't translate into those terms. They are essentially concerned with instilling positive values and attitudes about education that will ultimately affect the attitudes and performance of children."

In addition to operating its family literacy programs, the Kenan project is engaged in many other activities. Its mission includes research and evaluation to help build a family literacy data base, providing information and technical assistance to groups across the country, and advocacy for national and state literacy efforts. It presently serves as a clearinghouse for information on family literacy programs and has also produced a planning guide and video about its own program.

(For more information contact Sharon Darling, Executive Director, Kenan Trust Family Literacy Project, Starks Building, Fourth Avenue, Louisville, KY 40202, (502) 584-1133.)

Collaborations For Literacy

A less formal program model is the groundbreaking Collaborations for Literacy (CFL), started at Boston University in 1984. CFL was one of the first programs in the country founded on the recognition that the educationally-disadvantaged parent and child are a learning unit and might benefit from shared learning activities. Ruth Nickse, its architect and director, has an unusual background of professional training and experience both as an early childhood teacher and an adult educator. She was uniquely situated to see promise in combining the two.

CFL's objective is to move parents, grandparents, or other surrogates to improve their own reading through the process of reading to their children. The adults are the primary instructional target, but a "ripple" effect to the child is consciously designed. The immediate partners in the "collaboration" are adults whose reading skills are non-existent or very low (zero to 4th grade), children aged 4-11, and reading tutors. The tutors are college students trained in one-to-one teaching techniques by Literacy Volunteers of Massachusetts, and paid for their work from federal College Work-Study funds.

The individual tutoring is essential to the program for numerous reasons. Adults with very low skills are not comfortable in groups where they may be measured against each other, and for many, the individual attention is their first personalized, warm learning experience. But most important is the personal relationship between the adult learner and the tutor because how the adult is taught becomes the model for how the parent will teach the child.

"The way parents read to their kids can inhibit or enhance the way a child takes to reading," says Nickse. "It has to be realized that in many of these families there is not only no habit of reading, there's not even a habit of speaking to the kids. It's a long jump from that to understanding that verbal communication is important, and how to do it. What's more, children and parents have to have a good relationship to do it."

The accent, therefore, is not only on the mechanics of academic skills but on the relationships and processes involved in successful teaching and learning. Parents are exposed to positive experiences from which they can internalize an image of themselves as

successful learners, enjoy it, and convey it to their children.

There are three components in the CFL curriculum:

- Selected children's books, especially those in the Reading Rainbow television series (used in conjunction with video-taped programs at the various learning sites). Because the goal is to encourage adults to improve their own reading by reading to children, the use of children's books, which would otherwise be demeaning, is justified. The same applies to oral reading, because the point is to enable parents to take the books home and read aloud with their children.

- Children's books which focus on building an awareness of occupations and careers.

- Functional materials used in response to the life needs of individual parents (cookbooks, driver's manuals, insurance claim forms).

Scheduling, which demands a minimum of three hours per week, is at the convenience of student and tutor. Over the years, CFL has operated at various sites including public libraries and community centers. It grew from a part-time community-based program to a full-time family learning center in its own storefront facility. The storefront, specially designed for its purpose, was arranged with a children's corner, a full complement of ABE/ESL instruction for parents, and areas for regular Saturday family literacy-enhancing events.

Numerous public and private agencies have been partners in the collaboration: Boston University and Literacy Volunteers of Massachusetts, for example, and Chapter I Boston Public Schools (which identified at-risk children and served as a source of parent recruitment), the Boston Public Library, the Adult Basic Education program (for which CFL served as a feeder), the Institute for Responsive Education, and the Area Planning Action Council (a community-based agency). Funding has come from numerous public and private sources: the Massachusetts State Department of Education, Boston University, B. Dalton Bookseller, the Hymes Trust Foundation, and others.

Ironically, the Family Learning Center was closed last August for lack of funds, and along with it Collaborations for Literacy.



Michael Klein

Moreover, it is regrettable that even while in operation the program struggled with funding problems. According to Ms. Nickse, "private and public monies would be available one year but not the next. Welfare would pay for the education of the adults but not support the activities for children, and likewise with ABE. So money for the children had to be 'pirated.' Performance objectives have to be based on participation of the family unit, and it was a big problem that many funders would never let us count the kids."

(Two excellent guides were produced by the project for setting up similar intergenerational reading programs: the *Collaborations for Literacy Tutor's Handbook*, and the *Administrator's Handbook*, both available through the ERIC system and/or the Institute for Responsive Education, Boston University, 605 Commonwealth Avenue, Boston, MA 02215. Evaluative data and further information about the CFL program is available from Dr. Ruth Nickse, (617) 353-3326.)

Take Up Reading Now

Further along in the continuum of models is Take Up Reading Now (TURN). Now in its fourth year, TURN is a community-oriented literacy training and advocacy program operated by Push Literacy Action Now (PLAN) in the District of Columbia.

For the past 16 years PLAN has worked with adults, teaching them basic skills and providing a spectrum of literacy-related support services. Now it focuses on their offspring as well, including those not yet born. The stretch of literacy services from fully grown men and women to the unborn may seem very distant, but for PLAN it was a natural. (Among the places it takes its programs are prenatal clinics where the mothers-to-be constitute a captive audience.) Its philosophy is to address the total literacy needs of its clients—to see the problem whole, from the origins to the institutional and other barriers to literacy development.

On average, 25 percent of adults in PLAN literacy classes are parents of children in the first to fourth grades. More than half the children are at least two grades behind in reading. About half the parents themselves read below the fourth-grade level. One-fifth of the phone calls PLAN receives are from a parent whose child has a reading problem.

"It became obvious," says Mike Fox, PLAN's director, "that we could not serve the needs of adults without serving their needs as parents. Unless we did, we would be guaranteeing ourselves a supply of students for several generations to come."

PLAN's approach is pragmatic. It believes the need is now; that low-literate parents must, of course, learn how to read for better social and job functioning, but that they aren't going to soon enough to meet their immediate needs as parent-educators. Even where the parent is committed to learning to read, for most adults it takes years. Added to that are time constraints if parents are employed or taking care of children or if daycare isn't available or affordable. In short, by the time they learn to read well enough to get their children off to an early start, it might well be too late to make a difference.

To tackle this problem head-on, PLAN devised TURN, a model with three broad program strands: awareness-building, advocacy for children's educational rights, and developing access to books and

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other learning resources. A range of parent-child activities, from birth through the school years, is offered—for example, how to work with a child who has not even begun to walk or talk, how to make homemade books and toys, and how to encourage curiosity, play learning games, and create learning opportunities before the children start school. TURN teaches the nuts and bolts of coaching first lessons, where the library and bookstore are and how to use them. For those with children in school, it teaches how, at a minimum, to read school notices and report cards, how to talk to teachers, how daycare, Head Start, and pre-schools operate, how to work the system to enroll children in these programs, and how to make sure the public education system is providing the education their youngsters need and have a right to.

TURN does not recruit parents as such. It sends its teams out to where the parents are: prenatal and pediatric clinics, unemployment offices, housing projects, church family centers, and the like. Neither does it conduct most of its training workshops at the PLAN Center; these too take place where the parents are. Moreover, most workshops are not taught by professionals but by parents themselves, and by VISTA volunteers.

(To help those wishing to develop similar programs, PLAN has produced an exemplary kit, *Laying the Foundations*. It contains guidelines for creating a parent-child curriculum and resource materials for trainers and tutors. The kit and more information about TURN are available from PLAN, Inc., 1332 G Street, SE, Washington, DC 20003, (202) 547-8903.)

Program Design Issues

The pioneering work done by the three programs discussed above was based on careful planning, good program design, and great sensitivity to the mixed needs of parent and child. And there are numerous other exemplary efforts that could have been described here as well but for lack of space. Even among the model efforts, however, no one knows just how much the cognitive skills of both parents and their children will actually increase. "There are still insufficient data to permit firm conclusions," notes Tom Sticht. But he goes on to stress that "preliminary findings do suggest reason for cautious optimism." The main concern is that out of eagerness to act, too many hastily-conceived programs have been put in place, or will be.

In family literacy programs, the best that we know confirms that an *interdisciplinary approach is essential*. Merely tacking early childhood education as an add-on to adult programs and vice-versa will not work. All the elements are integral. Adult literacy teachers don't know the dynamics of early childhood development, early childhood teachers don't know about adult education, and both need the involvement of family support agencies. Without this triad, the approach will remain fragmented. Moreover, because no single discipline has sufficient knowledge to go it alone, administration of these programs requires a high degree of skill.



Kenan Family Literacy Class

Further, while examining other models is always helpful in the design of any new program, *the automatic adoption of other models is to be avoided*. Communities must go through a process that leads them to strategies appropriate to their own situation.

Finally, the collection of good program data, evaluations, and follow-up are needed if programs are to assess their cognitive impact on parents and children. To provide a basis for this kind of assessment, *there is a great need for more theoretical and applied research*—on such questions as how cognition develops as a social activity across generations and in particular population groups, and the role of particular environments and social networks. This chicken-and-egg problem is a matter of deep concern to those in the forefront.

Family Literacy In The Workplace

An issue not yet addressed here is the role of family literacy programs in places of employment. **Item:** Nearly half of all mothers with children under age six now work outside the home. **Item:** By the year 2000 it is expected that 80 percent of women in the 25-54 age category will be employed. Because mothers are their children's first teachers, and more and more mothers are going to be in the workforce, childcare worksite programs that incorporate parent-child learning activities seem essential. At this writing we have been unable to uncover any such models. "Actual parent-child programs at the workplace introduce a level of complexity we haven't gotten to yet," observes Robert Zager of the Work In America Institute.

The Legislative Challenge

The crisis of an undereducated citizenry lacking in the skills to meet the future economic needs of the nation has been a potent factor in the development of intergenerational literacy as an issue. Two important new pieces of legislation will give even greater force to the movement. They are Even Start, and the Family Support Act of 1988 which reforms the nation's welfare system.

Even Start is a family-centered education program enacted in the fall of 1988. It is a four-year demonstration effort separate from existing Head Start programs for children and adult ABE programs, though its regulations call for coordination with both as well as with JTPA programs. Though Even Start may look like Head Start in some ways, there are essential differences. For example, Head Start,

chiefly for children aged three and four, is administered by the Department of Health and Human Services through local human service agencies, and may or may not include some kind of parent involvement. Even Start, in contrast, focuses on families with children aged one to seven. It is administered by the Department of Education through local school districts, and literacy training for parents is a specific requirement.

The law is framed to encourage partnerships among providers and allows for program flexibility in order to bring a variety of existing services together. Regulations call for parental involvement in the planning and design of programs, childcare and transportation services, scheduling convenient to parents and children, and the inclusion of home-based programs. There is also provision for staff training for work with parent-child learning units, which may include home visits, teaching custodial childcare workers about the developmental growth of children, and the like.

Funding for the first year of Even Start (FY89) is \$14.8 million (with three percent set aside for migrant families), though \$50 million was authorized. Modest as this allotment is, it is nevertheless a beginning. Even Start is an important initiative in that it is a policy statement signalling congressional concern about the intergenerational transmission of illiteracy. It is hoped that the appropriation will be increased to its authorized level, and indeed *JUMP START*, the recent paper by the Southport Institute, called for restoration of full funding.

Every state will receive some funds. The federal share will start at 90 percent in 1989 and decrease to 60 percent by the fourth year. At the present appropriation level, grants will go directly from the U.S. Department of Education to local school districts, but if full funding were restored state departments of education would receive the funds.

A giant step toward raising the educational level of the poorest Americans could come through the *Family Security Act of 1988*. The Act contains the most far-reaching overhaul of the welfare system's chief component—Aid to Families with Dependent Children—since the Great Depression of 1935.

There are 3.8 million families on welfare (1987). Three-fifths of the adults in these families haven't completed high school and the average reading level of welfare mothers aged 17 to 21 is below 6th grade.

"The law," says Senator Patrick Moynihan, its chief architect, "turns the present family welfare system on its head." A major way it does this is through its

education provisions. It is directed to young parents, mainly those under age 22, and will indirectly benefit their children. It pledges to make education, training, or work available to destitute parents. With it are guarantees of childcare, transportation and other miscellaneous items, and childcare and Medicaid support as needed during a parent's first year of transition to work will also be provided. In return, able-bodied parents must, with some exceptions, take part in the programs or be cut off from receiving welfare benefits.

The law calls for the states to establish and operate within three years their own education, training, and employment experience programs (JOBS: Job Opportunities and Basic Skills). The states must also involve the private sector in designing the programs, coordinate them with other work-related programs, and at their option enter into contracts with public or private agencies to carry out the JOBS activities. JOBS offerings are to cover a range of services including remedial basic skills, high-school equivalency work, ESL instruction, on-the-job skills training, and community work experience.

To implement the new law, a net increase of \$3.3 billion in federal funding will flow to the states over a 5-year phase-in period, with the federal government covering up to 90 percent of the JOBS program costs and 60 to 80 percent of the costs for related services.

Promising as the new law is for lifting the nation's underclass from entrenched educational disadvantage, the experience of some states where education and welfare have been linked in the past (such as Massachusetts, California, Minnesota, Ohio, Florida, and New Jersey) suggest that there may be some

problems ahead. For example, many state officials are concerned that the need for basic literacy and math skills among the disadvantaged is understated, especially in states with large non-English speaking populations. Experience also indicates that caseloads will be far greater than expected and that the cost of education services will far exceed present estimates, placing an impossible burden on state-level agencies. Childcare and daycare services are costly, and personnel for them are mostly untrained. Yet if the states are unable to provide childcare services, parents are automatically exempt from participating in the programs. States, of course, will be required to put up a substantial amount of their own money in any case, and how much they will want to invest, or be able to, especially where economies are sagging, is open to question.

Still further concerns are the following: If job searches are given higher priority than education, the participants may wind up in low-paying jobs and never get the education they really need. If troubled students are simply returned to the classrooms where they experienced failure, without the causes being addressed, educators and students alike will be frustrated in their efforts. Moreover, an overriding concern is whether the three vast bureaucracies—the Departments of Health and Human Services, Education, and Labor—will work closely enough together to make the law work. Alicia Smith of the National Governor's Task Force says, "In most states those people don't talk to each other, don't understand each other's programs, and tend to guard their turf. Our job at the governors' level is to ensure that this comes to an end."

Finally it should be noted that one of JUMP START's key recommendations is that the Even Start intergenerational approach be explicitly worked into the new welfare law—because of the promise of family literacy approaches and the substantial sums of money to be provided under the Act.

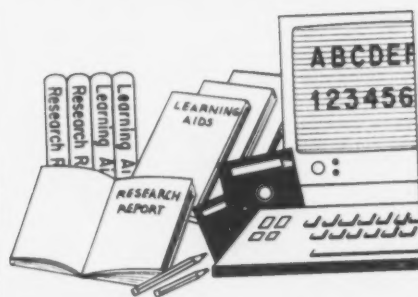
Meanwhile, activities in family literacy continue apace:

The Virginia State Library and Archives will convene a statewide conference in May of librarians, educators, social service agencies, policymakers, and volunteer agencies to heighten awareness and provide information about programs, resources, and support groups available for communities that want to start family literacy programs.

The Chicago Public Library, in cooperation with the Chicago Board of Education, the Chicago Housing Authority, and a group of computer hardware and software manufacturers recently initiated the Family Literacy Initiative: a computer-based program to teach print and computer literacy using an intergenerational approach. Grandparents, parents, and children will take part in classes given in housing projects.

The Work In America Institute will hold a meeting in New York City in May to bring together companies and unions that may be interested in piloting workplace programs designed to help parents help their children do better in school. The idea is to reach parents at the workplace, where they are, and equip them with information and materials they can use with their children at home.

TOOLS OF THE TRADE



Workforce Literacy

1 A new publication from the U.S. Department of Labor, *Improving Basic Skills In The Workplace: Workplace Literacy Programs In Region III*, describes 23 successful workplace programs in the region encompassing Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia. Programs at Hershey Foods, H.J. Heinz, Nabisco, the U.S. Forest Service, AT&T, and Newport News Shipbuilding are among the programs included. An appendix lists resource persons throughout the region to contact for advice on setting up a workplace program. Available from Office of Public Information, Employment and Training Administration, U.S. Department of Labor, 200 Constitution Avenue, NW, Room 52037, Washington, DC 20210.

2 The October 1988 and January 1989 issues of *Training & Development Journal* contain feature articles on workplace literacy. "Workplace Basics: The Skills Employers Want," grows out of a two-year joint project of the American Society for Training and Development and the U.S. Department of Labor. It assesses changes in the workplace and identifies and discusses the basics needed by today's employees to function well in their jobs. It provides how-to guidance on how to set up effective job-related skills programs—using as illustrative examples the model efforts of the U.S. Military, Valley National Bank in Arizona, Duke Power Company in the Carolinas, Texas Instruments, Michigan Consolidated Gas Company, and, in greatest detail, the Mazda Motor Manufacturing (USA) Corporation. "Four By Four: How Can Businesses Fight Workplace Illiteracy," provides still more guidance on developing good workplace programs, featuring the recommendations of four recognized national experts. Copies of the *Journal* are \$6 each from the American Society for Training & Development, 1630 Duke Street, Box 1443, Alexandria, VA 22313 (703) 683-8100.

3 *Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships Between Industry and Community Colleges*, by Mary Vanis, is a report developed by the Glendale Community College, Rio Salado Community College, and Digital Equipment Corporation for Digital's Phoenix plant. The report traces the development of the cooperative effort including the specific role played by each partner. It explains how needs assessment was carried out, how curriculum priorities were set, what literacy definitions evolved, and the instructional program components that were developed.

Recommendations are given for setting up similar partnerships elsewhere. Copies are \$5 each from Mary Vanis, Business and Industry Training Services, Rio Salado Community College, 640 N. First Avenue, Phoenix, AZ 85003.

4 *Preventing Obsolescence Through Retraining: Contexts, Policies, and Programs*, by Jeanne Prial Gordus with Christopher Gohrband and Rosalie Meiland, illustrates a number of approaches to retraining and improvement of skills. Case studies suggest that successful programs combine relevance to the employer's organizational goals with workers' perceptions about what will benefit them personally and on the job. The monograph (IN 322, \$7) is available from the Center on Education and Training for Employment, The Ohio State University, Publications Office, Box N, 1900 Kenny Road, Columbus, OH 43210, or call (800) 848-4815 or (614) 486-3655.

5 *Workplace Literacy: Targeting the Future* is a report on the National Conference on Workplace Literacy held in Washington in October 1988 by the Office of Advocacy, U.S. Small Business Administration. The symposium addressed the problem of illiteracy as an issue of special concern to small businesses. Copies are free from the Office of Advocacy, Small Business Administration, 1725 Eye Street, NW, Suite 403, Washington, DC 20416, (202) 634-6115.

General Policy, Research, Planning

6 *The Forgotten Half: Pathways to Success for America's Youth and Young Families* is the final report of Youth and America's Future: The William (cont'd. on p. 8)

TOOLS OF THE TRADE

(cont'd. from p. 7)

T. Grant Foundation Commission on Work, Family, and Citizenship. This two-year study of 20 million 16- to 20-year-old youths who are not college-bound finds limited job opportunities and a decline in income for the group, leading to unstable family conditions and a sense of hopelessness. "A kinder society," says the report, "would support the Forgotten Half: a more gentle people would encourage them. A pragmatic nation would acknowledge that its very future depends on them." The report offers several strategies for unlocking the potential of these young people. Single copies are available at no cost from The William T. Grant Foundation, Suite 301, 1001 Connecticut Avenue, NW, Washington, DC 20036-5541.

[7] Learning Behind Bars: Selected Educational Programs from Juvenile, Jail, and Prison Facilities. prepared by the Correctional Education Association and Project PLUS with Gannett Foundation funding, profiles exemplary education and basic skills programs. The publication is available free from PLUS/WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213. Also available from PLUS/WQED are two new training videos which address parental involvement in schools. **Parenting Strategies for Accessing Schools** helps parents understand and work with their children's schools. **Three A's for Professionals and At-Risk Families** gives professionals techniques for helping low-literate parents. VHS copies are \$25 each from PLUS/WQED at the above address, or can be borrowed from local PLUS task forces.

[8] The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society, by Harvey Graff of the University of Texas at Dallas, is a history of literacy from ancient times to the present. In this wide-ranging work, the author analyzes literacy in different social and historical contexts, focusing on quality as well as quantity. Bound to be a classic in its field, this book is available for \$57.70, plus handling and shipping charges, from the Order Department, Indiana University Press, 10th and Morton Streets, Bloomington, IN 37405.

[9] Power On! New Tools for Teaching and Learning (U.S. Congress, Office of Technology Assessment) begins with these provocative words: "At Poteet High School in Mesquite, Texas, ninth grade students are doing experiments with radioactive materials, handling explosives, and pouring sodium metal into a lake, and their teachers think it's great!" These activities are performed in a simulated environment created by laser videodisc. **Power On!** is an excellent study of the present use and future promise of technology in schools. Available for \$11 from Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325.

[10] Serving Limited English-Proficient Students is a new program of four modules (LEP 1-4) for use with persons whose native language is not English. Developed by the Center on Education and Training for Employment at Ohio State University, the modules cover recruiting students for vocational programs, adapting instruction, and program administration. The modules are \$8 each (\$9 for the first in the series) or \$29.70 for the set, plus postage, from the American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602, or call (800) 228-4689.

Curriculum Development

[11] High School Highways is a series of 10 pocket-sized novelettes designed for 12- to 18-year-olds with second- and third-grade reading levels. Aimed specifically at "reluctant" readers, the author, Thomas Baker, has drawn on his experiences as a Pittsburgh teacher to people his "easy reads" with an ethnic mix of characters in settings with which students can identify. The soft-cover books, all about 50 pages in length, bear titles like "Super Hooper," "Steel Town Rock and Roll," and "Love the Glove." Available in two \$12.50 sets of five books each from High Noon Books, 20 Commercial Boulevard, Novato, CA 94947-6191.

[12] Reading and Critical Thinking in the Content Areas, by Martha Barnes, and **Critical Thinking with Math: Reasoning and Problem Solving,** by Karen Scott Digilio, are new "worktexts" from Contemporary Books. They are designed for high-school-level adult learners and written at the 6th-8th grade reading level. **Grammar Write Away, Books 1 and 2,** by Betsy Rubin, teach grammar in the context of students' own writing rather than by rote. All four titles are \$3.95 each from Contemporary Books (Attn: Wendy Harris), Department 1988, 180 North Michigan Avenue, Chicago, IL 60601, (800) 621-1918.

[13] New Readers Press of Laubach Literacy Action has recently published four new titles for low-level adult readers. **Writing It Down,** a 96-page text developed by the Women's Program of the Lutheran Settlement House in Philadelphia, helps beginning readers communicate in standard written English in everyday situations (\$4.95 a copy). **Basic Composition: A Step-by-Step Approach,** by Louise DeFelice, leads students through the writing process (\$5.50), and is accompanied by a teacher's guide with an answer key and photocopy masters (\$2.25). **Making the Most of News for You** (\$2.95), by Mary Hutchison and Esther Norton, is a guide for teachers with ideas on making effective use of *News for You*, a weekly newspaper written at a 4th-6th grade reading level (23¢ per copy per week for 1-9 copies and 17¢ per copy per week for 10 or more). **Barrio Ghosts,** by Esther DeMichael Cervantes and Alex Cervantes, is a collection of ghostly short stories written at a 4th-grade reading level. The illustrated book costs \$3.75; photocopy masters are available for \$17.95, and a read-along tape (stock no. 317) costs \$14.95. Contact Cyndi Guy, New Readers Press, Box 131, Syracuse, NY 13210, (800) 448-8878, or in New York (800) 624-6703.

[14] Look at the U.S., by Carole Cross with Rob Paral, is designed to introduce the fundamentals of U.S. history and government into amnesty/ESL classrooms. This beautifully-illustrated series is based on federal citizenship texts and uses an activity-based approach. Books 1 and 2 are \$4.95 each. An accompanying teacher's guide is \$6.95. Contact Contemporary Books (Attn: Wendy Harris), Department LA, 180 North Michigan Avenue, Chicago, IL 60601, (800) 621-1918, in Illinois (312) 782-9181.

[15] The Math Tutor Real Life Math Series has developed videotapes illustrating the use of fractions and decimals in everyday situations. The consumer version consists of five tapes and is available for \$119.80. Two accompanying workbooks are \$7.95 each. Contact Video Tutorial Service, Inc., 1840 52nd Street, Brooklyn, NY 11204, (800) USA-MATH.

TENDING TO THE NURSES



Therapy Session, Greenery Rehabilitation Group.—One Of Four Nursing Homes in CEI's Program

The quality of care in nursing homes, hospitals, and allied fields depends heavily on the ability of nursing aides, dietary aides, housekeeping and maintenance workers, and other support personnel to perform their jobs well. These people must be able to carry out instructions for administering medications and following nurses' orders and doctors' treatment plans...communicate clearly with patients and supervisors...follow strict measurements regarding patients' diets...know what procedures to follow in case of emergency...and handle the day-to-day maintenance of their institutions—all requiring good basic skills. Yet, it is widely recognized that poor basic skills are a major impediment to good job performance among lower-level health care personnel, which is often a matter of life-and-death importance to patients and employers.

The situation is particularly acute in nursing homes which seem to attract large numbers of support staff from other countries. These people often come to their jobs with a language barrier as well as low basic skills, and their turnover rate is very high. Their limitations force supervisors to keep a very close watch to be sure that mistakes aren't made, using up valuable management time that should be spent in other ways.

To help combat this problem, the Continuing Education Institute (CEI) in Needham,

Massachusetts, recently launched a one-year skills upgrading program for support personnel in four nursing homes and one hospital in Massachusetts—the Lemuel Shattuck Hospital School of Practical Nursing and nursing homes in Jamaica Plain, Brighton, Cambridge, and Marlborough. The project is being funded by a grant of \$255,720 from the U.S. Department of Education. Building on its long experience in providing similar programs to area corporations, CEI is developing three strands for the facilities: English language, basic skills, and high-school diploma work. Moreover, in due course, CEI will join with the Massachusetts Long Term Care Foundation to provide professional training for up to 100 registered nurses who will then be certified to train nursing support staff themselves.

CEI began formal classes at the end of January, with instruction geared to jobs that the student-employees must actually perform. So far, 85 employees are enrolled in nine different classes at the five sites. English and basic skills programs are divided into terms spanning 39 weeks. The high-school diploma program is a 36-week course broken into three terms. Students are paid for

their time in class which is a combination of their own time and time released from jobs.

To prepare the courses, supervisors at each site were asked by CEI to describe the kinds of reading, writing, and computation skills nursing support personnel need, and the curriculum was built around that. For example, math instruction is built around what the workers need to know to measure and interpret dietary instructions, and the medical and therapeutic vocabulary of the profession is built into the course vocabulary to familiarize workers with the terminology used by doctors and nursing supervisors.

Ronald Schacter, director of CEI's project, says that already "since classes began in January, a noticeable improvement can be observed in the workers. Turnover is lower. Morale is higher. Workers, especially in the ESL classes, are going out of their way to speak English with patients. Supervisors are beginning to have more confidence in their support staff and don't need to watch them so closely."

An assessment of the program, one of the grant requirements, is being built into the effort and should be available by next

March. Although the project is designed to enable the health care facilities involved to continue on their own at the end of the grant year, CEI hopes for renewal support from the Department of Education so that it can continue working in this vital area after the current project ends.

It should be noted that the CEI program is only one of 37 workplace literacy projects recently funded by the Department of Education with grants totaling \$9.5 million. Other projects range from teaching work-related basic skills to trowel tradesmen in Washington, D.C., to designing customized programs for racetrack employees in New Jersey, to providing computer-assisted instruction to poultry-processing plant workers in rural Virginia. Congress has appropriated \$11.9 million for workplace literacy grants to be made by the Department of Education in 1989.

(For more information about the CEI project, contact Ronald Schacter, Continuing Education Institute, 163 Highland Avenue, Needham, MA 02194 (617) 449-4802. For information about the federal grant program, contact Sarah Newcomb, Division of Adult Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202 (202) 732-2390.) ■

CORPORATE LITERACY ACTION

New York Life Foundation

The New York Life Foundation recently made grants totaling more than \$212,000 to seven literacy groups for a variety of purposes. New York Cities in Schools got \$5,000 for after-school remedial instruction for at-risk children. Literacy Volunteers of New York City received \$60,000 to revive an outreach training program to recruit and train more volunteer tutors and to help support its core program. Literacy Volunteers of America received \$42,108 to enable its national staff to provide more help to local and regional affiliates. With its grant of \$30,000 Bronx Educational Services will develop a pilot intergenerational literacy project in the South Bronx that can subsequently be used in other inner-city areas. Reading Is Fundamental received \$25,000 for its Native American Project which currently serves some 30,000 youngsters in 38 locations. A \$25,000 grant to The Literacy Assistance Center in New York City will match a City Youth Bureau grant to support LAC's clearinghouse and referral hotline.

And the American Reading Council received \$25,000 for its Mothers Reading Program, a project that provides literacy services to low-income women in a multi-service community setting. For more information contact Carol Reuter, Executive Director, New York Life Foundation, 51 Madison Avenue, New York, NY 10010 (212) 576-7341.

Simon & Schuster

Simon & Schuster, a division of Gulf + Western, recently established Simon & Schuster Workplace Resources, a new technical assistance and publishing service to help business and industry develop effective job-related basic skills programs. S&S Workplace Resources is being headed up by president Benita Somerfield, recently special literacy advisor to the U.S. Department of Education and before that president of Cambridge Books. Based on an analysis of a company or industry's particular job skills requirements, the program will recommend and develop customized curricular materials and job-related employee basic skills programs for its clients. It will also offer on-site workshops and develop and publish a range of generic materials to meet a variety of common business needs. Ms. Somerfield

indicates that the S&S programs "will be geared to improving employee productivity and learning skills as well as enhancing workers' opportunities for promotion into jobs that will address changing workplace demands." Two major projects are already in process. For more information contact Benita Somerfield, President, Simon & Schuster Workplace Resources, One Gulf + Western Plaza, 34th Floor, New York, NY 10023 (212) 373-7344.

Cox Educational Services

Cox Educational Services, a young company established in mid-1988 (see BCEL Newsletter, July 1988, p. 10), designs customized workplace education programs and provides technical assistance to companies, small businesses, and other employers. So far, Cox has completed two projects: a study of job-related basic skills in two facilities of a major West Coast manufacturer of hi-tech equipment, and site audit training for a group of basic skills program coordinators in the Northeast. The West Coast project included assessing the basic skills which underlie six of the key work stations in the plants, an assessment of employee skills, and recommending a program design to ad-

(cont'd. on p. 10)

CORPORATE LITERACY ACTION

(cont'd. from p. 9)

dress the educational needs. Three projects are currently in process. In one, Cox is working with a team from a chemical processing facility to develop a program to introduce advanced manufacturing systems to employees. In another, it is designing basic skills modules for a group of health care workers. And in the third, it is designing a job-related skills training program for a southern state. For more information about the Cox program, contact Linda Stoker or Mike Higgins, 2200 Ross Avenue, Suite 3600, Dallas, TX 75201 (214) 220-3630.

Freedom Newspapers

Freedom Newspapers, a national chain of newspapers with headquarters in California, has given funding to its Rio Grande Valley Group of newspapers (in Harlingen, McAllen, and Brownsville, Texas) to support literacy programs for the area. Since the project began in late 1986, the Rio Grande Group has opened five literacy centers, which serve a largely rural population in an area with high unemployment and a high school-dropout rate. Because the Rio Grande Valley has a 75 percent Hispanic population, ESL instruction is a strong component of the programs. Another major component is the use of the sponsor's newspapers as instructional material. "We're staggered by the need but encouraged by the response thus far," says Jack Hatfield, business manager for the Rio Grande Valley newspaper trio. Already, some 1,000 adults are being tutored, and the Group is now looking at ways to reach more people through group training, computer-assisted instruction, and other approaches. There are also plans to tackle the problems of "Colonias," the area's Hispanic ghettos, by taking a portable building into the area for classes. For more information contact Jack Hatfield, Rio Grande Valley Group of Freedom Newspapers, 310 S. Commerce, Harlingen, TX 78550 (512) 423-5511.

Family Circle/Council for Periodical Distributors Associations (CPDA)

Family Circle/CPDA has announced its 1989 "Leaders of Readers" competition which will award \$106,000 in prize money to 70 outstanding local literacy projects. Since the Competition began in 1987, it has doubled in size. This year four Grand Awards of \$5,000, 10 Merit Awards of



Tutor Training Workshop.
Rio Grande Group of
Freedom Newspapers

\$3,000, and 56 State and Regional Awards of \$1,000 will be given. The International Reading Association will administer and judge the Competition. Family Circle and CPDA are being joined in sponsoring the awards by the W.K. Kellogg Foundation, the New York Times Company Foundation, Time Distribution Services, the New American Library/E.P. Dutton, and Pizza Hut (whose national reading incentive program, Book It!, has received the Leaders of Readers Honorary Award for 1989). In addition to cash prizes, all winners will receive books and magazines donated by Time Distribution Services and the New American Library/E.P. Dutton. The deadline for applications is May 1. Applications are available from participating Pizza Hut Restaurants or from Family Circle/CPDA, "Leaders of Readers," 110 Fifth Avenue, New York, NY 10011.

International Typeface Corporation

International Typeface (ITC), a subsidiary of Esselte Letraset, is a leading producer of typeface designs licensed throughout the world to manufacturers of typesetting and video equipment, transfer and cut-out letterform sheets, software, and other formats used by graphic designers and artists. ITC recently announced its Fifth Annual Herb Lubalin International Student Design Competition called "Illiteracy—The Price." Each year the contest has focused on a different theme, such as "The Fate of the Earth," and "Why Hunger? Why Poverty?" ITC has selected its current topic to coincide with International Literacy Year in 1990. The contest is open to undergraduate, graduate, and special students of art and graphic design throughout the world. Each entrant is given a paragraph of text that must be included verbatim somewhere in the submission, but which can be displayed or enhanced in any way the artist chooses. Entries may be in any format—an adver-

tisement, booklet, game, puzzle, photo, poster, 3-dimensional sculpture, film, or any other avenue that expresses the entrant's concept. The panel of judges will consist of leading graphic designers and art directors from England, Canada, New York, Minneapolis, and Los Angeles. First prize will be a Herb Lubalin medal and \$5,000; second prize, \$2,500; and eight third prizes of \$500 each will be awarded. Entries must be in by May 31 and judging will be done in mid-June. An exhibit of winning entries will be displayed at ITC in November and December and will be available to travel next year. For more information and application guidelines contact Laurie Burns, Director of the ITC Center, 2 Hammerskjold Plaza, New York, NY 10017 (212) 371-0699.

Public Relations Society Of America

The Public Relations Society of America (PRSA), a national membership organization of about 100 chapters and 12,000 individuals, is encouraging its members to become involved in one of three social problems it has endorsed for action this year: literacy, drug abuse, and AIDS. In literacy, using "Say Yes To Literacy" as a slogan, chapters are being urged to team up with their local United Ways or PLUS Task Forces, establish cooperative links with local literacy groups, or develop their own programs from scratch, depending on local circumstances and needs. Kits have been sent to the local PRSA groups containing suggested activities for their public service literacy campaigns—for example, organize seminars for business leaders, design literacy brochures and reports, help with fundraising and public relations, develop public service announcements, and assist with literacy planning. For more information write to Rich Domagala, Chairman, Literacy Subcommittee, Public Service Committee, PRSA, 23 Bailey Road, Andover, CT 06232.

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND CONTRIBUTIONS

The Allegheny County Bar Association, Atlantic Book Shops, and the Pittsburgh Literacy Initiative have co-sponsored an Alumni Recognition Program for learners in the city's literacy programs. Winners are recognized for successfully completing learning goals they have set for themselves.

The Amarillo Globe News Literacy Fund has donated \$700 to the Amarillo (TX) Area Adult Literacy Council and the Pampa Literacy Group for purchase of tutoring materials. The newspaper has also been running a special page of news for beginning adult readers.

Apple Computer and **Radio Shack** have donated computer equipment to the Adult Literacy and Technology Project of Pennsylvania State University. Radio Shack's gift was supplemented by \$2,000 worth of computer supplies from Lutheran Church Women. The equipment will facilitate communication among the Project's team of consultants, production of a newsletter, and other activities.

Contributors to the Business Council for Effective Literacy during the period September 1988 to mid-March 1989 were **Arcata Graphics; Billboard Publications; Champion International; Chrysler, Control Data, Edwards Brothers, Elsevier Science Publishing; Kraft Foundation; Little Brown; Mead Corporation; McGraw-Hill; Merrill Lynch; Morgan Guaranty Trust; J.C. Penney; Rand McNally; Veronis, Suhler, & Associates; Wachtell, Lipton, Rosen & Katz Foundation; Waldman Graphics; and Westvaco Corporation.**

The Baton Rouge State-Times/Morning Advocate and the Capital Area Literacy Coalition sponsor a support group for learners in that city's adult literacy programs. The group provides not only peer support, but an opportunity to develop learning skills through small-group instruction. Discussions are held on such topics as voter registration, public health services, and public transportation.

The Charleston (SC) Trident Board of Realtors granted \$1,240 to the Trident Literacy Association last October.

Crazy Bob's Computer Warehouse, Friendly Restaurants, Gooding's Supermarkets, B. Dalton Bookseller, Jordan's Grove, and The Corners donated gifts for a raffle held during Authors in the Park, a festival for literature and the arts co-sponsored in 1988 by the Florida Literacy Coalition.

The Gallery shopping center in Philadelphia has donated space for a literacy tutoring site, "The Gallery for Learning," managed by the Center for Literacy.

Houston Chronicle President Richard Johnson chaired "Houston's Campaign for Literacy," a fundraising effort which has raised more than \$1 million for the Houston READ Commission. The Chronicle and **The Hearst Corporation** each contributed \$50,000 to the campaign.

In Illinois, **IBM** has recruited 200 employees as volunteer tutors, contributed the services of two staff members, and opened a literacy center on company premises in response to a business outreach effort of the Chicago Literacy Coordinating Center. In South Carolina, IBM has granted \$2,755 to Spartanburg AWARE for instructional materials and printing and mailing of the program's newsletter. In Charlotte, IBM has given \$5,000 to the Charlotte/Mecklenburg Coalition for Literacy to help increase student retention, and the **Knight Foundation** has granted \$55,000 to help the Coalition train tutors for workplace programs.

Morgan Stanley & Co. has awarded \$3,000 to the Parent Readers Program at New York City Technical College.

Nabisco Brands, Inc. and the **Bakery Confectionery and Tobacco Workers International Union** are underwriting PBS's 1988-89 PLUS campaign activities.

New York Telephone provided funds for a six-week adult basic skills instructional series aired last fall on New York City's PBS affiliate, WNET. **Newsday** printed lessons to accompany the broadcasts in its newspapers distributed throughout the metropolitan area.

The Pittsburgh Foundation has made a two-year grant of \$45,730 to enable the Greater Pittsburgh Literacy Council to develop use of a group-instruction method adapted from the nationally-recognized Bronx Educational Services model. **Mellon Bank** hosted a recognition luncheon in January to honor 25 bank employees who have volunteered as tutors for GPLC. **The Landmark Savings Association** now has an officer serving on the Council's Board of Directors. **Phoenix Typographers** donates typesetting services for the Council's quarterly newsletter. And area **Rotary Clubs** have donated instructional materials and distributed awareness materials for GPLC. **The Pittsburgh Post-Gazette** and **WQEX-TV** named Timothy Bierra, Council Board President, as Outstanding Citizen of 1988. **Foodland** grocery stores are running PSA's about the Council on television used to market merchandise to customers in their stores. **Colt/TV** prepared the PSA's.

Computer consulting firm **Rich-Mar & Associates** provides its office manager, Evelyn Renner, with generous use of its office equipment and time off with pay, to enable her to carry out training and other duties as president of the Anaheim, CA affiliate of Literacy Volunteers of America.

Sears Roebuck Company donated 100 teddy bears for distribution at a "Teddy Bear Read-In" organized by the Windward School for Adults, the Hawaii State Department of Health, and the Waimanalo Public and School Library on the island of Oahu. The family event encouraged parents to sign up for local literacy classes. Local ABC affiliate, **KITV**, publicized the event, and other support was provided by **Island Heritage Books, Liberty House, Hawaii, Child's Play, Woolworth's, Holiday Mart, A Bear in Mind, and Alexander & Baldwin.**

Shearson Lehman Hutton has given \$4,000 to support the Anchorage Literacy Project's tutor training and outreach activities.

Wells Fargo Foundation has given \$5,000 to LVA-California for a family literacy project. **Wells Fargo Bank** has also helped the program with conference facilities, computer and photocopy services, and volunteer employees. In support of tutor training and technical assistance activities, **The ARCO Foundation** has given \$10,000. **Aetna Life & Casualty Foundation** granted \$5,000, and **Pacific Gas & Electric Company** donated \$2,500. **National Starch and Chemical Corporation** has made two cash gifts to help cover the program's general operating expenses. And **Chevron USA** has given \$9,000 to cover travel expenses, as well as \$500 for the purchase of literacy-awareness tee shirts.

PLANNING, RESEARCH, AND AWARENESS

American Multiple Cinemas and **United Artists Theaters** are running "Can You Read?", a two-minute literacy-awareness-and-recruitment film recently produced by the Mayor's Commission on Literacy in Philadelphia. The film features messages from Mayor Wilson Goode and basketball star Julius ("Dr. J.") Erving. **Creative Commercial Productions** donated services for the production of the film. **The Sun Company, ARCO, Bell of Pennsylvania, TV Guide, IBM, Mellon Bank, CIGNA, Rohm & Haas, Fidelity Bank, PSFS/Meritor, Philadelphia National Bank, Germantown Savings Bank, and The Samuel S. Fels Fund** covered other costs.

The ANPA Foundation's "Showcase of Newspaper Adult Literacy Projects" lists nearly 100 newspapers which are involved in literacy through coalition building activities, fundraising, development of easy-read materials, or supplying tutors. The September 1988 issue of ANPA's "Presstime" trade journal featured literacy as its cover story.

The American Textile Manufacturers Institute, Inc. will feature workplace literacy in its national conference this month. The textile industry employs more than 700,000 workers.

Carmichael-Lynch, Inc. has donated the design of materials for use in a statewide student recruitment effort run by the Minnesota Adult Reading Campaign. **Bruce Printing** and the Minnesota Department of Jobs and Training donated printing services. **Creation Recording Studio** provided audio-tape recording.

In 1987, **IBM** took the lead in putting together a "Tap the Resource" workplace literacy task force of Philadelphia business leaders. The task force executive committee was chaired by an IBM vice president and included representatives from **First Pennsylvania Bank, PECO, AT&T, Rohm & Haas, Meritor Financial, the Private Industry Council of Philadelphia, Mellon Bank East, Fidelity Bank, and Bell of Pennsylvania. CIGNA, Arthur Andersen, W.K. Gray Associates, Nabisco Brands, Inc., PSFS, EAZY 101 Philadelphia, ARA, and Thermal Industries** were represented on three committees which studied the issues of assessment, implementation, and motivation. In 1988, a year later, IBM sponsored a conference for 250 area business leaders to present the task force findings. Pennsylvania First Lady, Ellen Casey, opened the conference. Advertising firm **Adams & Braverman** designed the task force publications and arranged for at-cost printing services with local printers.

The Institute of Financial Education included a workshop on the employee basic skills issue at its national conference for savings institutions in March.

Representatives of **The Los Angeles Times, Tri-Light Manufacturing, and Rockwell Industries** spoke on the workplace literacy issue at a recent business breakfast hosted by Partners for Literacy, a business-literacy coalition based in Downey, CA.

Personnel Pool of America, Inc., an H&R Block company, covered the literacy problem in recent issues of its various newsletters which reach 30,000 customers nationwide. The organization is also exploring other avenues for involvement in literacy.

The Rocky Mountain News, IBM, and KUSA co-sponsored a "Celebration of Literacy" awareness day in Denver last July, featuring cartoonists, puppets, music, and other activities. **Denver Pepsi, Buller Paper, Anaconda Printing, and local TV stations** also supported the event.

The Southern Newspaper Publishers Association Foundation has hired a full-time Literacy Coordinator to oversee development of a literacy database, PSAs, speeches, video materials, guidelines for newspaper literacy programs, and other resources for use by member publishers in the South. **The Scripps Howard Foundation and The Samuel I. Newhouse Foundation** have each contributed \$10,000 to support SNPA's literacy efforts. SNPA will also conduct a seminar on "Eradicating the Causes of Illiteracy" in Chattanooga, TN this month. Among the panelists will be representatives of **The Chattanooga Times, The Holyoke (MA) Transcript-Telegram, The Columbus (GA) Ledger-Enquirer, and The New York Times.**

EMPLOYEE BASIC SKILLS PROGRAMS

Amerikam and Leon Plastics run basic skills programs for employees in their plants in the Grand Rapids, MI area in collaboration with the Southkent Community Education program.

Dobbs International, a Greyhound-owned service company, is providing basic skills training to its Atlanta airport workers, in collaboration with the Georgia Literacy Coalition.

Frito-Lay, Inc. operates an employee basic skills program for its Orlando, FL employees in collaboration with the Orange County Public Schools. The program aims to enhance skills used by employees both on the job and in their personal lives.

The Westin Hotel in Seattle has set up an ESL program for its immigrant employees, with partial funding from a U.S. Department of Education workplace literacy grant to the **Seattle Private Industry Council.** Classes are run by the Employment Opportunities Center, a local non-profit job-training program. ■

AVAILABLE FROM BCEL

● **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literary Programs** is a new 54-page resource designed primarily for local literacy programs (\$5.00). Part I discusses the corporate-giving environment and forms of corporate giving. Part II gives step-by-step guidance on all aspects of corporate fundraising, from identifying companies to solicit, to proposal preparation and follow-up. Part III deals with forms of indirect corporate giving.

● **JOB RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers wishing to address the basic skills problems of their workforces (\$5.00). It provides detailed guidance on how to plan and implement an effective job-related basic skills program.

● **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups (\$2.00).

● **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and 10¢ a copy thereafter.

● The September 1988 issue of *Business Week* contained an excellent special report titled "HUMAN CAPITAL: The Decline of America's Workforce." Reprints, while the supply lasts, are available from BCEL for \$1.50 a copy.

● Back issues of the *BCEL Newsletters* are available at no cost for up to 6 copies per issue, on a one-time basis per organization, and at 50¢ a copy thereafter. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.

● BCEL's *State Directory of Key Literacy Contacts, 1988-89 Edition*, is an aid for both the literacy and business communities (\$5.00).

● **TURNING ILLITERACY AROUND: An Agenda For National Action** (1985) consists of two BCEL monographs (one by David Harman, the other by Donald McCune and Judith Alamprese) which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action (\$10 the set).

● **PIONEERS & NEW FRONTIERS** (1985) is a BCEL monograph by Dianne Kangisser which assesses the role, potential, and limits of volunteers in combating adult illiteracy (\$5.00).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

The Business Council for Effective Literacy, founded in 1983, is a national foundation with public charity status under section 501(c)(3) of the IRS code. BCEL serves as a catalyst between the business and literacy communities and works to promote good practice and public policy.

BCEL Professional Advisors, 1988-89

William Bliss
President
Language & Communication
Associates

Jeanne Chall
Director, Reading Lab
Graduate School of Education
Harvard University

Helen Crouch
Executive Director
Literacy Volunteers of America

Paul Deiker
President
Strategic Educational Systems

Jean Hammink
Director
Urban Literacy Dev. Fund

David Hargreaves
Executive Producer & Head
Adult & Continuing Education
British Broadcasting Corp.

David Harman
President
Institute for Corporate Education

Barbara Holmes
Director, Adult Literacy Project
Education Commission of
the States

Judith Kokloski
Executive Director
American Association for Adult
& Continuing Education

Larry Mikulecky
Director, Learning Skills Center
Indiana University

Julia Palmer
Executive Director
American Reading Council

Susan Peterson
Vice President
The HRD Department, Inc.

Dorothy Shields
Director, Education Programs
AFL-CIO

Wood Smethurst
Director, Reading Center
Emory University

James Souby
Executive Director
Council of State Policy
& Planning Agencies

Stephen Steurer
Executive Director
Correctional Education Assn.

Tom Sticht
President
Applied Behavioral and
Cognitive Sciences Corp.

Linda Stoker
Vice President
Cox Educational Services, Inc.

Peter Waite
Executive Director
Laubach Literacy Action

Mary Greich Williams
Director, Div. Adult Education
Indiana Dept. of Education

Chris Zachariadis
Executive Director
Association for Community
Based Education

BCEL Officers & Staff

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President

Gail Spangenberg
Vice President &
Chief Operating Officer

Dan Lacy
Vice President

Paul Jurma
Sr. Program Associate

Bess Heitner
Researcher & Writer

Ruth Weinstock
Research Associate

Mary Keenan
Exec. Sec. & Admin. Asst.

Almaz Lee
Sec. & Admin. Asst.

*On part-time consulting basis

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N. Y. 10020 (212) 512-2415/2412

THE U.K.'S NATIONAL CENTER: An Approach To Consider



Alan Wells, Director Of ALBSU, And Kenneth Baker, Secretary Of State For Education And Science, With Barbara Bush At The American Embassy, London, October 1987.

Creation of a much-needed national literacy center in the U.S., strongly urged by literacy analysts and a main recommendation of *JUMP START*, is a key provision in new legislation being considered in Congress. How effective such a center will be depends heavily on its form of governance, its structure and funding, its staffing, its agenda and operating style, and the manner in which it interacts with practitioners, researchers, and others in the literacy field—all matters needing careful consideration in the coming months.

BCEL recently called on director Alan Wells and associate director Judith Banbury of The Adult Literacy and Basic Skills Unit (ALBSU) in London. ALBSU is the U.K.'s national adult literacy center. Formed in the mid-70's to support the BBC's television-based national adult literacy campaign—largely as the conduit for disbursing government funds to local education authorities (LEAs)—ALBSU has since evolved into the central organization for coordinating and nurturing adult literacy activities of every kind throughout England and Wales. Because of the organization's long experience and track record, BCEL thought it might be useful to U.S. planners to take a closer look at ALBSU. As will be apparent from the interview presented below, what is especially striking about the model is its "bottom-up" approach, its emphasis on service and staff development, and its process for involving local practitioners in many areas of its work.

What kind of body is ALBSU?

To whom is it accountable?

Who sits on its board?

Our organization was set up by the Department of Education and Science in England, and its counterpart in Wales, to act as the central focus for adult literacy and basic skills work in those two countries. It is an autonomous unit, not a department of the govern-

ment, though it is funded nearly 100 percent by the government. For administrative purposes, it is attached to the National Institute of Adult Continuing Education which, broadly, is a body subscribed to by the LEAs.

We are accountable to the Department of Education and Science for the money we receive, and to an independent management committee comprised of representatives from all the major areas concerned with policy and strategy in adult literacy, including representatives of the central government, the Department of Education and Science, the Wales Education Office, the National Association of Teachers in Further & Higher Education, the rural and metropolitan LEAs, the Home Office, the Manpower Training Agency, and voluntary groups.

We have a relatively small staff of 17*, which develops ALBSU's policies and strategies. This doesn't mean we always lead the field. Sometimes we do, giving it a push and a shove, but sometimes it's the other way around. Many of the things we've done have been based on what people in the field tell us about what they need, and we try to translate that into policy terms.

We also have a constituency of politicians. When the conservative government came into power in 1979, their general policy was not sympathetic to organizations like ours. Yet, our budget has gone up some 450 percent, and this year is above £2.5 million. This is exclusive of discretionary contributions by the 104 local LEAs, all of whom make their own additional literacy allocations. The Secretary of State for Education and Science, whom ALBSU is responsible for advising on literacy matters, is personally committed to this area of work. Literacy has a high profile in this government. We do lobbying and advocacy in a general sense on behalf of literacy and we've worked hard to see that politicians support us, partly by taking them to places where they can meet students.

(Cont'd. on p. 6)

*Note: ALBSU's central staff consists of nine educational personnel (the director, two assistant directors, and six field consultants) and eight administrative and clerical persons, all of whom work out of the central unit. In addition, there are about 60 full-time project staff in the field who are hired by local LEAs to work on ALBSU-funded projects.

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BCEL EDITORIAL

by **Harold W. McGraw, Jr.**
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

We can all be encouraged by the many advances in adult literacy in the last few years. Federal and state funding has grown significantly and continues to expand. Awareness of literacy needs is at a new high. An array of new legislation is currently under development in Congress. And, where the business community is concerned, hardly a day passes without BCEL learning of new funding and forms of involvement.

Important as all of these developments are, however, we cannot overlook the fact that we face an urgent and growing problem in meeting the basic resource needs of the literacy field. The harsh reality is that local literacy groups across the nation, especially the voluntary programs, are strained to capacity and finding it more and more difficult to keep up with the growing demand for their services. They need substantial help now, and we all have a responsibility to see that they get it.

We should also keep the national technical assistance organizations in mind—such as Laubach Literacy, Literacy Volunteers of America, and the Association of Community Based Education. These vital leadership groups provide essential services of all kinds to the local providers, and increasingly to the business community and other groups. Yet, they and their state-level affiliates are severely underfunded and face special problems in sustaining their levels of service.

Clearly, more funding from both public and private sources is required. But we also need to maintain a balance in the granting of funds currently available. Understandably, the meat-and-potato activities of the teaching and technical assistance groups often seem less exciting to many donors than special projects and campaigns of higher visibility and glamour. Both kinds of activity are needed, but as further investments in literacy are made, the business community needs to be more sensitive to this fundamental resource problem and take a more active role in addressing it. In the long run, the effectiveness of the national literacy effort depends on it.

NEWS IN BRIEF

New Literacy Center In North Carolina

The North Carolina Center for Literacy Development is a new nonprofit technical assistance organization established to promote basic skills education based on the life experiences and personal needs of adults. Operating primarily in North Carolina and somewhat in the southeast U.S., the Center helps develop programs in workplace, family literacy, and community settings, working with literacy providers and companies to analyze their basic skills needs, teach methods, and develop curriculum. A full-time core staff, directed by Arlene Fingeret of North Carolina State University, is supplemented by a team of ABE consultant experts called Center Associates. The Center is closely affiliated with two model literacy programs—Motherread (an intergenerational program for parents in prison, child care staff in day-care centers, and families in the community), and North Carolina State's ABE/GED program. These two programs make their curricula available to the Center, accept Center interns in their programs, and allow the Center's clients to come in for firsthand consultations. Recently the Center was awarded \$58,000 from the Appalachian Regional Commission to provide training and curriculum development to literacy providers in 29 North Carolina counties. The Center helped the Durham Literacy Council set up a workplace program for employees at the Nello Teer Construction Company, and with the support of the Stern Family Fund is developing a program for union members in the Reidsville area. For more information contact Page McCullough, Associate Director, NCCLD, 7406D Chapel Hill Road, Raleigh, NC 27603 (919) 859-4323.

NAB Program In The Works

The National Alliance of Business (NAB), an independent business-led, nonprofit corporation, works to increase private-sector training and job opportunities for the poor and unemployed through public-private partnerships involving business, government, labor, education, and community groups. NAB is now embarking on an adult literacy program. For the Department of Labor they are evaluating the Job Skills Education Project (JSEP), a computerized basic skills training program developed by the Army to train recruits. Results of a test in Mississippi to see how effectively JSEP can transfer to the pri-

vate sector will be released in a *Lessons Learned* report in November. NAB has also submitted a proposal to the DOL to write a how-to guide that will help business and industry conduct literacy audits and set requirements for their basic skills programs. If funded, NAB hopes to publish the guide this fall. In conjunction with the guide, NAB has developed a seminar for businesses and states needing technical assistance. It has also begun to act as a national clearinghouse for literacy materials. Another program under development would place Harvard Business School students and graduates as public interns in programs dealing with workplace issues. For more information contact Virginia Rebata, Senior Associate, Literacy Services, NAB, 1201 New York Avenue, NW, Washington, DC 20005 (202) 289-2888.

National Test For Commercial Drivers

By April 1992, all drivers of commercial motor vehicles will have to pass a comprehensive written and oral knowledge exam or risk losing their licenses and jobs. This is a requirement of the U.S. Commercial Motor Vehicle Safety Act of 1986. Each state will be responsible for issuing and administering its own test, though in conformance with federal minimum standards. Drivers will have to read at least at 6th grade level to pass the test, yet many have lower-level abilities and will need skills upgrading help if they are to succeed. In West Virginia, for example, more than 100,000 drivers will be affected by the law, and some 35 percent of them do not possess the basics necessary to pass the test. The state's Department of Motor Vehicles has responded by developing a 100-page manual for individual study. In addition, a five-hour audio cassette is being produced by Essex Corporation for use by drivers on the road. In Pennsylvania, the Institute for the Study of Adult Literacy at Penn State University is working with government agencies and unions there to develop instructional materials for use beginning next March. For national use, the Gregg Division of **McGraw-Hill, Inc.** has just come out with a series of basic skills books designed for use by truckers. They consist of three ten-hour workbooks on Reading, Writing, and Math, and an Instructor's Manual and Answer Key. The program is designed for self study at home or for use in ABE classroom settings. The texts use actual language and situations from the trucking industry to teach important basic concepts and skills—for example, the content used and needed to understand information about cargo, meet federal regulations by writing a

daily log, or compute everything from tonnage to mileage. The material will be marketed primarily to schools, but adult literacy groups and state agencies may find it useful as well. Each book costs \$9.60. For more information on the McGraw-Hill series, call toll free at 1-800-33-GREGG.

Technology Project Moves West

The Gannett-sponsored Adult Literacy & Technology Project originally based at Penn State University has relocated to the People's Computer Company (PCC) in San Ramon, California. PCC will carry on the project's mission to promote the use of computers in adult literacy programs and will continue to provide a national pool of technology consultants. The third annual conference on Technology for Literacy will be held from July 20-22 in Louisville, Kentucky under PCC's sponsorship. PCC has also taken over publication of the project's quarterly newsletter and recently issued a new Software Evaluation Guide. For more information contact Jane Laidley, Executive Director, PCC, 2682 Bishop Drive, Suite 107, San Ramon, CA 94583 (415) 830-4200.

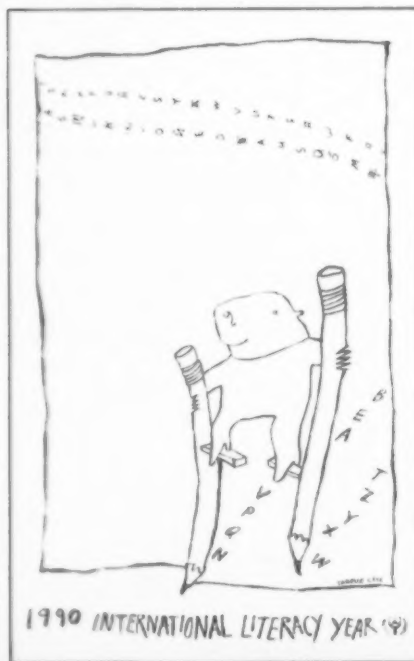
PENNARAMA To Air Basic Skills Series

PENNARAMA, established in 1976 to provide educational television courses for college credit, is a 24-hour cable system that reaches over 600,000 households in Pennsylvania. PENNARAMA is managed by WPSX-TV, a PBS station affiliated with the University of Pennsylvania's Division of Media and Learning Resources. Starting in October, PENNARAMA will begin offering pre-GED adult literacy workplace courses in a new broadcast series called "On Your Own." The program will consist of 33 hours of direct television instruction in math, reading, writing, and grammar, this to be supplemented with various print materials including student workbooks. With funding from **Prentice Hall** (Englewood Cliffs, New Jersey), the television programs will be produced on video tape, and the tapes and workbooks will be made available nationally by Prentice Hall. Under the terms of its contract with Prentice Hall, PENNARAMA has the right to broadcast "On Your Own" free of charge in Pennsylvania, and the workbooks will be sold to individuals and institutions at a nominal cost. To assure the widest possible use of the series, WPSX received a grant from the state Department of Commerce to hire staff specifically to work with business, industry, and education to set up a network of workplace programs built around "On Your

Own." Since last August, a project team has been making presentations throughout the state. So far six major companies are working with literacy experts in 11 counties to use the series in their employee programs. One company, for example, will use the math segment to train tool and die workers in statistical measurement, and another will use the writing component to train secretarial staff in business correspondence. WPSX is also acting as a broker to link small businesses that can't set up their own programs to literacy programs around the state. In October, the PENNARAMA program will air four times a day, three days a week, and then be repeated two weeks later, thus giving workplace sites access for the full month. The full series will then be rebroadcast next February, next summer, and in the fall of 1990. For further information contact Debra Shafer, Senior Project Associate, Adult Literacy Project, WPSX-TV, 207 Mitchell Building, University of Pennsylvania, University Park, PA 16802 (814) 863-4327.

Canadian Wins ILY Competition

A Canadian art student, Zabelle Côté, has won the UNESCO Poster contest for International Literacy Year 1990. The winner, whose design is shown below, was chosen from 54 finalists representing 30 countries. The poster will be translated into UNESCO's six official languages and distributed widely to publicize and promote literacy during 1990.



International Exchange Network Forming

The UNESCO Institute for Education is establishing a literacy Information Exchange Network at its Documentation Centre in Hamburg, Germany. The new Network will serve as an information clearinghouse on adult literacy activities in industrialized countries and will provide information on request to any individual or group in need of it. At least initially, the service will be built around the publications and direct experiences of national leadership organizations and individuals from each industrialized nation that chooses to take part. From 3-10 per country are being invited by UNESCO to join as "core resource members," depending on country size and the nature of their expertise. A number of U.S. organizations including BCEL have been asked to join. For more information write to UNESCO Institute for Education, Documentation Centre, Feldbrunnenstrasse 58, 2000 Hamburg 13, Federal Republic of Germany.

Captioning TV For Adults

The National Captioning Institute (NCI) was founded in 1979 to give the deaf and hearing-impaired access to television through the use of a decoder box that hooks to the set and converts the audio portions of a program into written words, turning the set into a kind of moving storybook. Nearly 300 hours of close-captioned television are now available on the networks, PBS, and cable stations. Schools are apparently making heavy and very effective use of the service for their elementary and high school students. According to studies cited by NCI, close captioning could also be a valuable tool for adult literacy and ESL programs. They say that seeing the printed word in this way reinforces vocabulary, spelling, and grammar, as well as reading comprehension. For more information write Don Thieme, Executive Director of Public Affairs and Development, NCI, 5203 Leesburg Pike, 15th Floor, Falls Church, VA 22041.

Teaching "Information Literacy"

The knowledge explosion and complexity of modern society make it impossible for even the most highly educated person to learn all the facts needed to function well in our "information" society. Increasingly, according to a new *Report on Information Literacy* just issued by a prestigious Presidential Committee of the American Library Association, teaching methods and curricula across the entire education spectrum should be re-de-

signed to teach not just facts but how to recognize when unknown facts are needed to solve a problem, and how to locate, retrieve, and apply the new information. In short, a major goal of education, including adult literacy programs at even the most basic level, should be to help people learn how to learn and how to apply the skills and knowledge they acquire or have. The ALA and representatives from the national education organizations who wrote the report plan to establish a coalition this fall that will be open to any group concerned about "information literacy." To learn about upcoming activities contact Patricia Senn Breivik, Director, Auraria Library, Lawrence at 11th, Denver, CO 80204 (303) 556-2805. For a free copy of the report write to the Association of College and Research Libraries, ALA, 50 E. Huron Street, Chicago, IL 60611.

Laubach's Pooled Life Fund

For anyone who wants to support literacy and make a profit at the same time, Laubach Literacy International's Planned Giving Department has established The Pooled Life Income Fund. Similar to a mutual fund, the Pool combines all financial gifts, invests them, and distributes income on a quarterly basis according to the share each donor has given. Individuals who choose to contribute in this way not only help local Laubach-affiliated programs but gain lifetime income for themselves and their beneficiaries. After the last beneficiary dies, any Fund principal in the account goes to LLI for direct use. Initial minimum gifts must be at least \$2,000, but subsequent gifts can be as low as \$1,000. Donors receive an income tax deduction in the year of their gift based on their age and the amount donated. Gifts can be in the form of cash, stocks, bonds, and other marketable securities. Capital gains taxes are waived if appreciated property is used to fund the gift. During its first few months of operation, the Fund has received more than \$130,000 in gifts. For more information contact the Director of Planned Giving, Laubach Literacy International, Box 131, Syracuse, NY 13210.

Yet To Come With Project PLUS

Beginning this fall, the PBS/ABC PLUS campaign will focus on mentoring relationships between adults and young people. A PBS documentary, "One Plus One," will be hosted by Pat Morita who played an inspirational mentor in *The Karate Kid*. The program will profile adult mentors who are

(Cont'd. on p. 4)

NEWS IN BRIEF

(Cont'd. from p. 3)

making a difference in the lives of young people by sharing their time, knowledge, and advice. It will be aired on October 18, and on the same day National Mentor Breakfasts, patterned after the PLUS Business Breakfasts, will take place all around the country. ABC will air a new series of PSAs during the year also to encourage mentoring. Moreover, ABC News is working with the National Collaboration for Youth (composed of the nation's 15 largest youth service organizations) and other groups to develop a prime-time special called "Making the Grade: A Report Card on American Youth," for airing on September 14. The program will treat several problems which adversely affect the development of young people, including illiteracy. As part of a corresponding outreach effort, town meetings will be sponsored by local ABC and PBS affiliates. Late this year, ABC plans to televise a second annual "National Literacy Honors" gala, to pay tribute to outstanding learners. The **Chrysler Corporation** (\$500,000), the National Education Association (\$200,000), and the MacArthur Foundation (\$300,000) are the principal underwriters of the PBS and various outreach activities.

Reducing Employee Turnover

The annual average turnover in American business is estimated to be upwards of 80 percent a year. In the fast-food industry the rate soars to between 200 and 300 percent; half in the first 30 days of employment and at a cost per turnover of about \$1,500. These statistics are reported in a recent study of the fast-food industry by researchers at California State University at Fullerton and Henry Ford Community College in Dearborn, Michigan. According to the study, the restaurant industry expects a shortage of 1.1 million workers by 1995 and thus attracting and keeping workers should be a top priority. The study found that prepaid basic skills and educational incentive programs produced significant benefits among the group of employers studied. Turnover was reduced to 58 percent, productivity increased 37 percent, morale improved, and the cost to the company was less than \$.56 per hour per employee. Moreover, it was found that companies offering prepaid incentives are much more likely to attract motivated job seekers interested in career advancement. On the basis of these findings, a number of fast-food chains have adopted prepaid educational incentive programs. For more information write to Robert Kopecky,

Educational Administrative Services, 31000 Northwestern Highway, PO Box 9079, Farmington Hills, MI 48333.

LVA: Serving Cities

About a year ago, Literacy Volunteers of America, headquartered in Syracuse, New York, received a \$300,000 grant from **Kraft, Inc.** of Chicago to investigate how best to organize the literacy services of LVA's affiliates in large cities. The grant is supporting three main activities which are closely linked. First, at the heart of the effort, a young, completely volunteer organization, LVA of Atlanta, was chosen as a model program to test several theories about the elements of a successful urban program—namely, that minorities should play a key role as staff, volunteers, and board members, that a program should have a paid base staff of at least four people, and, ideally, that tutors should be recruited from the same backgrounds as the students. Second, two top-ranking leaders from LVA programs in 20 cities are meeting regularly to work on board development and leadership, staff recruitment, long-range planning and program implementation, fund development, and collaboration with other city-wide service groups. The third part of the project will be to publish a handbook that outlines the steps for setting up an effective literacy program in a large city. Early signs indicate that the propositions underlying the Atlanta model are correct. What began as a completely volunteer program now has four specific full-time, paid executive positions: an executive director, a program coordinator, a public relations and fund development professional, and a support staff administrator. With this staff in place, the program has been able to increase the number of its learner-tutor matches from 68 to 158, build the board to include 16 minority representatives where there were only 2, and increase the number of minority tutors from one to 35. The number of minority students remains at roughly 70 percent. Between August and December 1988, 91 new tutors were recruited and trained. For more information contact Beth Broadway or Peg Price, LVA, 5795 Widewaters Parkway, Syracuse, NY 13214 (315) 445-8000.

Rotary Involvement Growing

In 1985 the Rotary International Board announced a ten-year emphasis on literacy called "Hope for Reading." Since then, clubs around the world have been launching literacy projects of all kinds. In the U.S., for instance, the Salt Lake City Club has funded

a literacy internship at the Lowell Bennion Community Service Center which is expected to lead to an action program there. Leaders of clubs in Atlanta have formed a literacy committee to help develop county-wide awareness and a motivational campaign. The Thomson Club in Georgia campaigned to get staff support for Project HELP, a mobile adult learning lab to help business and industry upgrade workforce basic skills. The Rotary Club of Pearl Harbor set up 10 projects, each dealing with a different aspect of literacy. Their activities included funding an immigrant ESL program and donating books to a local prison. Kapa's Rotary Club recently sponsored a "Taste of Hawaii" fundraising event for the Kauai Mayor's Council for Literacy. And in Maryland, Air National Guardsmen from the 135th Tactical Airlift group flew 10,000 English language books donated by the Rotary Club of Timonium to Ecuador.

Conferring On Workplace Issues

Among the numerous groups planning national conference and seminar activities on workplace literacy in the fall are the following:

- In October, the University of Wisconsin, in cooperation with the U.S. Department of Labor, the American Society for Training and Development, and the Wisconsin Board of Vocational, Technical, and Adult Education, will hold a conference titled "Building A Quality Workforce: A National Priority for the 21st Century." It will include more than 50 special interest sessions with a central focus on developing training programs for the U.S. workforce. Contact Robert Bolin at 1-800-22-STOUT for details.
- From November 6-8, a National Conference on "Workplace Literacy—Basics And Beyond" will be held in Rochester, New York. The conference will deal with "leading edge" issues in policy, practice, and research, and be followed up with regional meetings around the country. The event is being organized by a steering committee of representatives from **Eastman Kodak, Delco Products, Xerox Corporation,** the New York State Education Department and U.S. Department of Education, BCEL, the National Alliance of Business, the American Society for Training and Development, Rochester Institute of Technology, the United Auto Workers, and several other national and state organizations concerned with economic and industrial development. A conference prospectus will be sent shortly to CEOs and human resource personnel in some 5,000

leading businesses and industries across the U.S., as well as to educators and union leaders. For more information contact Norma Leene, Coordinator, at 1-800-441-4540.

• On November 9 in Chicago, the American and Japanese Management Associations will hold a joint conference called "World Manufacturing Outlook: Two Perspectives." The changing work force and workplace needs of the U.S. and Japan will be one of four conference threads, with Harold McGraw, Jr. of BCEL speaking about the U.S. and Shinihiro Nagashima, President of Canon Virginia, Inc. addressing changes in Japan's workforce. Top executives from the Fortune 1000 companies will be the main invitees.

Capacity Building in the States

In response to a need that has become increasingly apparent in the past year, the Literacy Network, Inc. has been formed to help the states focus and coordinate their advocacy, resource development, planning, and state and national public policy work. The emphasis will be on fostering collaboration among local, state, and national groups. The Literacy Network is a continuation and enlargement of the former Urban Literacy Network, which, for the last three years, has provided grants and technical assistance to large cities around the country to help them develop collaborative activities of all kinds. The revamped organization has filed for

501(c)(3) status, and has a small staff based in Minneapolis. It is currently funded by the Gannett Foundation, B. Dalton-Barnes and Noble, and the Dayton-Hudson Foundation. Executive Director Jean Hammink founded and directed its forerunner institution and was also instrumental in shaping and carrying out the earlier B. Dalton National Literacy Initiative. In mid-June, the Network sponsored a National Forum on Literacy Collaboration and Policy Issues, which brought together in Washington some 200 national, state, and local program and policy professionals. For more information contact Jean Hammink, Executive Director, The Literacy Network, Inc., 7505 Metro Boulevard, Minneapolis, MN 55435 (612) 893-7661. ■

THE DAVID SCHOOL



Danny Greene With Brenda Hall, GED Graduate & Volunteer Tutor

For 15 years The David School in David, Kentucky has been a major source of alternative education for those who have dropped out of the public system. It has also been a catalyst for the adult literacy efforts of groups throughout its region in Appalachia. The story began in 1968 when Danny Greene, a freshman at Fordham University in New York City, spent his spring break working in southeastern Kentucky. The Brooklyn-born Greene was profoundly struck by the area's overwhelming problems and challenges. He transferred to the University of Kentucky and has stayed in the region ever since.

While still in college, Greene and a local minister started a tutorial program for teenagers, and in 1974 Greene founded The David School in an abandoned coal company commissary—its purpose to help dropouts acquire literacy and vocational skills. Today the school consists of pre-school/kindergarten, junior high, and high school dropout prevention divisions, and a constantly-expanding adult literacy program with a current enrollment of 230.

In 1985, Anne Greene, Danny's new wife and a former New York City teacher, became

the School's Director of Adult Education and began an intensive campaign to reach adults by setting up satellite centers. "Our county covers 379 square miles with almost no public transportation, so without a car students can't get to class. Our goal was to bring help to any adult who needed it no matter how isolated the area," she says.

There are now nine satellite centers with locations that vary depending on available space and changing needs in the county. They are in churches, libraries, and, in one case, after hours in the laundromat of a low-income housing project. Several are at workplace sites. One local restaurant allows its banquet room to be used in the afternoon, for classes open to its employees as well as to the public. Since January the R&S Truck Company has sponsored on-site classes for some 30 workers as they come off their shift, with class levels ranging from 2nd grade to high school.

The School has a total teaching staff of 20 including a few volunteers, with 10 persons assigned to the adult programs. The teachers, who come mostly from out of state, were drawn to the School by its reputation and a desire to help low-income people improve their lives. Those who are paid receive a modest monthly stipend of between \$200-\$400, plus room, board, and transportation.

"Our programs have meant so much to the people here," says Anne Greene. She recalls one student who was laid off from his job at the coal mine. "He could only read at 2nd-grade level and because he couldn't fill out an application, he couldn't even get a job washing cars. After only nine months of tutoring, his skills improved to 5th-grade level. He now has his job at the mine back and is diligently continuing his education. His wife

also joined the program, passed her GED, and is now a literacy tutor herself."

The David School was also instrumental in forming the Floyd County Literacy Council 3½ years ago. Its membership includes many other literacy providers in the county. Danny Greene is its chairperson, and Anne Greene is its coordinator. She oversees funding from the State Education Department for all Council member programs including those of The David School. In addition to coordinating the work of its member organizations, the Council works actively to involve businesses in literacy. In April more than 200 business leaders attended a Literacy Awareness Luncheon organized by the Council at the local Holiday Inn. As a direct result, a large chain of grocery stores is now planning worksite literacy programs. Holiday Inn is considering a basic skills program for its employees, and local cable companies have donated funds to the Council.

The dedication and good work of the Greens and The David School continue to attract support and interest from many parts of the country. It is fitting that Danny Greene recently received a new **Reader's Digest** "American Heroes in Education" award of \$5,000 and that The David School was awarded an additional \$10,000. Greene also received the 1988 Kirkus Award presented each year to the person who has made a notable contribution to literacy in the region. "Appalachia, a region long dominated by the coal industry, has always had large amounts of unemployment, poverty, and inadequate educational opportunity," he points out. "It's also an area where every committed individual can make an enormous difference."

(For more information contact The David School, David, KY 41616, 606-886-8374.) ■

THE U.K.'S NATIONAL CENTER

(Cont'd. from p. 1)

Does ALBSU promote private sector participation?

In general, industry's view is that education is a state responsibility and it does very little to sponsor literacy or any other kind of education. The major initiative we've undertaken is workplace-based. We fund an organization called "Workbase" which began in the London area, developing literacy with manual workers at London University, and then moving out to other employers. We wish to encourage employers to train their staff or potential staff, but adult employment training is in a confused situation at the present time. The government has provided the Manpower Training Agency (until recently known as the Manpower Service Commission) with £1.5 billion for such training. But, it is not yet clear what element of literacy and numeracy will come out of this new funding because it's for overall employment training, not just basic skills. Thus far no money has been allocated specifically for the literacy and numeracy components.

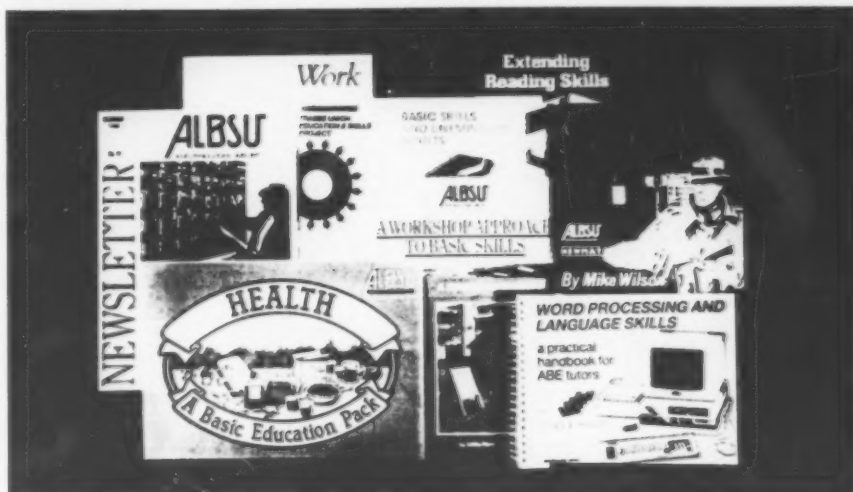
People argue that £1.5 billion for employment training is not a great deal of money. And what's happened is that while there has been a lot of talk about numeracy and literacy, it has been left somewhat to the initiative of those in the switch seat—the training managers who receive the grants for the training. Take a supermarket chain like Sainsbury's, for example. To some extent, how the basic skills training they deliver will be handled is left in their hands. The Manpower Service Commission issued documents and guidance notes, but they weren't forceful about how instruction should be delivered. ALBSU is bringing to bear whatever influence it can, producing handbooks and guidelines ourselves. We hope they will be used, but that's not the same as producing guidance which must be used.

In a new development this past April, the Department of Education and Science allocated £3 million for literacy work in the field over the next three years. It's a specific initiative for LEAs to establish open learning centers—that is, places with flexible open-entry, open-exit workshops where adults can come at their own convenience. Local industry links and a vocational slant are part of the concept, and employers will be able to send their employees to these centers for instruction.

How does ALBSU operate structurally?

One of ALBSU's strengths is that because we are centrally-based, we have a comprehensive policy and view of what's going on. We can all meet here and do, so that when people ask questions they can get a coherent and consistent answer. A field officer based locally in a region may have to work quite hard to get that kind of focus and may lose a national perspective. Thus, our core staff is based in London, but several are given regional responsibility. For example, the assistant directors also function as field officers and travel into the field 2-3 days a week. One of the consequences, of course, is that you must have staff willing and able to travel extensively.

The professional staff at ALBSU are mostly former practitioners, an advantage. A government literacy



unit staffed with civil servants would instantly create a question of credibility. We have a network of regional training programs, and for the last ten years have sponsored in-service training programs in each region of England and Wales. They are practitioner-determined and practitioner-led. We've also sponsored a substantial number of projects developed by people working locally who want to do something and propose it to us. As long as it fits our criteria, we sponsor and support it. Field staff go to visit the projects at least three times a year, get reports on them and also hold conferences about them. It's also useful that each of us here can teach a class when we're out in the field. Having these skills and knowing the problems at that level also helps give us credibility.

We try hard to make sure the relationship is from the bottom up rather than the top down, and to govern our actions by whether adults who want to improve their basic skills will have better opportunities as a result of what we do. Of course, now and then that has to be tempered by political realities.

There's an advantage to being a small country. It's easy to get places—you get from one town to the next and hardly notice the space in between, and we don't have major problems of different languages. The education system is heavily determined—or was until recently—by the LEAs and they decide what they want to do. Our unit provides the carrot and a stick. The carrot is that we can offer people money and advice. The stick, though we don't use it very often, is that we can point up bad practice, indicate what doesn't work, and most people don't want to be pointed up that way. So it's a balance of relationships. We constantly talk about that balance at ALBSU because if it's lost, so is good contact with the field and you'd end up doing only the lowest common denominator, the thing that everybody finds acceptable, usually something there's not much use in doing anyway.

ALBSU does a good deal of publishing. What do your activities in this area consist of, and how does the program operate?

We started off publishing guidebooks and handbooks for practitioners. We also publish packages of related thematic materials intended to promote discussion for use by practitioners with students. We gradually

slipped into publishing a wider range of materials partly because for many publishers in this country the market is not big enough to put a lot of effort into it, and partly because we've identified a lot of gaps. One of the gaps is low-level, high-interest reading material, stuff that doesn't insult adults but is reasonably simple. Though it's a mixed blessing, we publish materials at cost and that's where the commercial publishers can't compete with us. The standard handbook on teaching literacy is 60 pence, which is ridiculously cheap, but we publish it cheap because our intended audience doesn't have much money.

We're probably going to move slightly back to publishing tutor material because we've got commercial publishers increasingly interested in working jointly with us on some of the student-oriented material, low-level readers and such. We've just published a series of low-reading-level biographies of rock stars which are very glossy short books, and commercial publishers are anxious to get the rights to them because the potential for children in schools is impressive even though they're written for adults.

ALBSU also publishes a newsletter that goes free of charge to about 40,000 people—practitioners, LEAs, politicians, libraries, everywhere you can think of, and we publish free publicity materials such as leaflets, posters, videos, literacy symbols and badges. We take the view that if it's about dissemination or publicizing provision, it's free. If it's a handbook for teaching, that tends to be charged at cost.

We've always had an up-market approach to our publishing. The materials should be visually good—color, glossy, that sort of thing. We aspire to be up there with the best rather than, as too often is the case in education, at the down end of the system.

Who writes your materials?

Much of it is written by practitioners. We've developed a policy of getting small groups of practitioners together with one staff person and a central field officer serving as group leader. There are two reasons for this approach. Few people could sit down and write a brilliant piece of material by themselves. Yet when they're part of a group, they can contribute and come out with good material. Also, it is our view of staff development that we've got to give people opportunities to learn. Ten years ago we had a list of people called "national experts." A lot of those national ex-

perts drifted out of the field and we suddenly had a gap. We had many practitioners at lower levels, but no "experts." It was clear we mustn't let that happen again. We had an obligation to be constantly developing people, and people should be developing themselves, with us giving them the opportunity to do that. Currently, we're getting some local practitioners to work here for three months to do specific projects. They take leave of their jobs during this time for staff development purposes, and then return to their jobs afterwards.

The only article in our newsletter written by central staff is on policy. The rest of the material is written by practitioners, who ordinarily don't lack skills or talent, just time and opportunity, which we provide. We try to recognize constantly that people at the local level are in some ways more expert than the experts at ALBSU. They could be in our jobs but for the circumstances. Society tends to rate on a scale that says being director of ALBSU is better than being out there in a classroom. It's not better, just different.

How is your budget apportioned?

About 12 percent goes for our publishing activities. Staff development activities are supported at about the same level. Three-fourths of this is for training programs organized by local or regional practitioners, which we monitor and evaluate. In addition, we run an annual conference, a summer school every two years, and workshops. Central services take another 17 percent of our budget. This includes staff salaries, space rental, travel, and advising and consulting services for local groups. Roughly 60 percent goes into the action projects we sponsor, which we tend to call developmental research. In this area, someone may want to explore how to deliver good services in a rural area, or to develop an open learning approach, or they may want to work with parents and children together, develop a numeracy course, work with unemployed people, or bridge people from literacy to other educational opportunities.

What about theoretical research? Who does it? Are you tied in with universities for that—or for any other functions?

Only rarely do we work with universities. In this country they have been concerned solely with higher education and there is not one university seriously concerned with literacy. There was a time when we weren't allowed to do pure research, but then it was decided we could. Even now, though, any proposed research project is subject to approval of the Secretary of State. One recent project we did sponsor was on the background of literacy students [the longitudinal child development study, *Literacy, Numeracy, and Adults*, covered in Tools Of The Trade, BCEL Newsletter, April 1988]. Of two current projects, one is related to methods of assessment for students. The other has to do with the effectiveness of different styles of literacy provision, one-to-one versus small-group instruction.

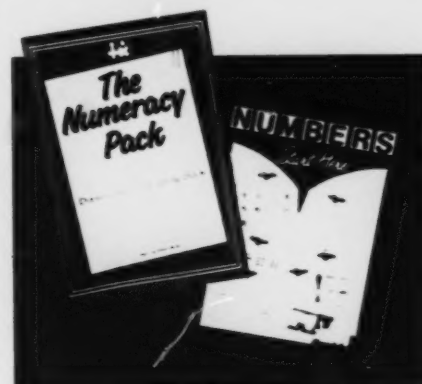
The assessment project is being undertaken by a practitioner, someone with experience in the field, who is based at the University of Nottingham, and it's tied closely to our office here in that we guide and support it without actually doing it ourselves. The approach being taken is to look at units of progress that students can measure against themselves. It'll be based on a vision of what the student wants to achieve over the

next six months, say, and we'll break that down into steps. What we're looking at is what we call at the moment a Bingo card. We'll have a grid with nothing on it, and a whole number of cards of skills and sub-skills which students can use to identify what they need to achieve to fill out the Bingo card. As the discrete goals are achieved, they'll be entered on the grid and later can be looked at to assess units of progress. The advantage of this is that you might achieve six units of progress, and I might achieve six units of progress, but they may be totally different things. I might be at the lowest level, learning to write a birthday card. You might be wanting to write an essay. Yet we both will have made a level of progress related to our own starting points and goals. So it is about progress rather than absolute competence.

As you know, we're also working with the BBC to develop a national certificate in basic skills that will be competency-based, but we're interested in measuring the progress of the student who comes along and frankly wants to learn to read and write better. There are lots of training implications in that. It has got to remain student-centered, as we don't want to teach a test where everybody does the same thing. The curriculum will be locally negotiated with the student, and we have until now not had testing in any form whatsoever.

In the beginning, people used standard reading tests developed for children, but they were rejected almost wholesale. We probably went too far in rejecting any form of assessment, and we're coming back now. Some form of assessment is needed for students to make judgments, as well as for politicians and funders. Not the old tests, but a form that is sensitive and based on the students' goals, and that involves students assessing their own progress. We should have done that earlier. Our sense is that if we don't get this right, there will be pressure from government to do all sorts of standardized testing.

In the area of action research, as contrasted to the theoretical, we've been very active. Over the years we've carried out about 150 projects of this sort which have tried on-the-ground ways of doing things at local levels. In this area, we decided we wanted the research to be done by practitioners released from their jobs for one or two years. We've told the universities we have the research workers and invited them to provide support for these people. They weren't happy about this role at first but they've gone along with it because they are paid well. ALBSU's management committee had some doubts about this in the beginning, tending to favor a more academic approach. But you have to look at research as both product and process—and it's important that people in literacy have some control over the end result. Of course, producing books and doing training programs and research all with practi-



titioners may not be as cost effective in the long term as sending in experts to do it. Philosophically, though, it's the only way to do it because people have to have opportunities to grow. People in literacy here, and it's probably the same in the States, don't get much opportunity for career development. They can't go very far on their own, so you've got to provide opportunities for growth or they won't stay in the field. "Expert" researchers too often do what they want to do instead of what practitioners and programs need.

For television, radio, and other forms of distance learning, what kind of support does ALBSU provide?

Initially, back in 1975, the BBC was probably the single key to getting literacy in the U.K. off the ground. They put a tremendous amount of resources into it. They've not done much since about 1978, but they're coming now in October with a spelling series in prime time. ALBSU will pay for the toll-free phone referral service to operate in conjunction with the television programs, and we've organized people in the field so that in every LEA there will be people to receive referrals. We've also produced and paid for a 12-page leaflet on how to improve your spelling at home, which every viewer who rings up will get free, and we've produced for practitioners a pack of spelling materials.

In addition to the spelling series, the BBC will also launch in the fall a major new program in which television will be used for heavy direct instruction of a range of basic skills. It'll be built around the national certificate program. ALBSU will be working closely with them to provide professional back-up in terms of materials and help.

(Cont'd. on p. 8)



THE U.K.'S NATIONAL CENTER

(Cont'd. from p. 7)

Of course, we currently have a great advantage in that the U.K. has only four channels. The vast majority of people watch only two of them, the BBC and ITV. But the BBC is a national channel—here everybody sees the same program at the same time, with some very rare exceptions. So these new BBC programs will be available to every home, and will get big audiences.

The big unknown is that television in the U.K. is being deregulated. In the future, market forces will provide many more channels and a lot of satellite broadcasting (we have hardly any cable). Deregulation will take education off prime time television, and there will no longer be an obligation to produce educational television at all, except in relation to school broadcasting. Sunday evening at 6:10 has always been a good prime time educational program slot for the BBC. But if somebody else comes up with a good soap opera for that time slot under deregulation, they may get the audience. Educational television will have to produce big audiences to compete.

In working with television, what have you learned about the wrap-around needs at local levels?

We've learned that you need a long lead-in time, that people need a lot of advance warning to get the situation set up. They need to be consulted and to feel it's not being imposed on them by somebody else. They need advice on the kinds of responses they may make, and on such things as running Saturday workshops or spelling programs for businesses. They need copies of everything that people are going to receive. They need to feel they've got some ownership, and they need the opportunity to evaluate it afterwards, to give some feedback. They also need the ability to video the programs so they can re-use them at their own places and schedules. And they need advice on how to use the programs in their teaching. Simple things like that.

Do you have any general words of advice for those thinking about a national literacy center in the U.S.?

You can only take back what is useful in the context of the U.S. The important thing is to know where you're going, to have a clear vision of your goals. Our ongoing goal is to keep literacy an issue and to establish adult basic education as a right, much as the right of some to go to university. Adult basic education has to be for everyone, like the health service. In the U.K. we're producing a workforce that is alienated from education and training. These people get a raw deal. ALBSU's goal is to bring adult basic education much more into center stage, making it a fundamental right, not a fringe activity or crumbs that fall off someone else's loaf.

[Note: The U.K.'s Education Reform Act of 1988—described by ALBSU as the most important educational legislation since 1944—is expected in time to bring some changes in the way ALBSU operates. Though the Act focuses primarily on the organization and curriculum of schools—where a core curriculum has been laid down by central government—some of the provisions will affect the workings of the country's adult basic skills system, putting greater emphasis on

planning and coordination, a move welcomed by ALBSU. But the manner in which ALBSU will interact with provider groups—such as voluntary and community organizations, social and training agencies, adult education centers, colleges, and LEAs—is presently unclear. Moreover, schools and colleges, in the past heavily controlled by the LEAs, will now be able to operate independently of them and receive funding directly from the central government and the Secretary of State. In any case, literacy will continue to have a high profile in the U.K. and ALBSU will retain its key role as the U.K.'s national literacy center.]

(For more information, write to Alan Wells, Director, Adult Literacy & Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, or phone 01 405-4017.)

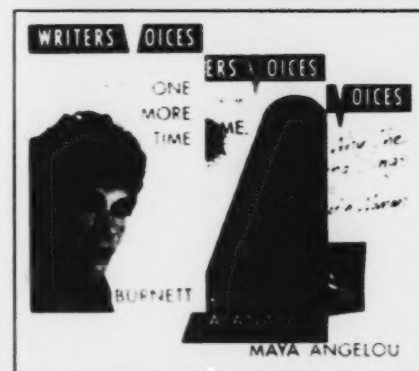
BOOKS FOR ADULT NEW READERS

Commercial and noncommercial publishers have begun to produce a wider variety of materials for use with and by low-level adult readers. Many of the publications have been described in past issues of the BCEL newsletter. Two new endeavors are profiled here:

Classics Illustrated, the popular comic book series started in the 1940s to introduce young readers to masterpieces of literature in a colorful, accessible format, has been given a facelift and is about to be republished after a hiatus of almost 20 years. The new series has been developed in cooperation with literacy groups to ensure its appeal and usefulness to new readers. Each book will be a 48-page adaptation of a well-known classic, and each will have painted cover illustrations and outstanding artwork presented throughout. The new versions will be printed on high-quality glossy paper, have hard covers, and sell for \$3.75 a copy. In February 1990 the first four titles will be out: "Great Expectations," "Moby Dick," "Through The Looking Glass," and "The Raven and Other Poems." Each month after that new titles will be issued for a total of 16 the first year.

The revived series is the result of a three-way partnership. Berkeley Publishing Group (New York) and First Publishing (Chicago) will co-publish, market, and distribute the books to conventional bookstores and the comic book market. Classics Media Group (New York) will produce wrap-around videos and teaching guides for educational institutions, libraries, and home use.

Literacy Volunteers of New York City (LVNYC) has just started publishing **Writers' Voices**, a paperback series of selections by famous American authors whose experiences



are particularly relevant to the lives of new adult readers. For example, Maya Angelou tells about growing up black and her first encounters with desegregation. Avery Korman, author of "Kramer vs. Kramer," describes divorce and a bitter custody battle. Bill Cosby discusses being a father and growing old. And Carol Burnett talks frankly about her parents' drinking problems, growing up, and being an entertainer. Each work begins with an introduction to the series, biographical notes about the author, and instructions on how to use the book. Each ends with questions and suggested follow-up activities to reinforce reading skills and appreciation of what has been read. The books range in level from 3rd to 6th grade. They are 55 pages in length and sell for \$2.95 each.

(For further information on **Classics Illustrated**, contact Stephan Lau, Director of Classics Illustrated, First Publishing, 435 N. LaSalle, Chicago IL 60610, 312-670-6770. For ordering information on the LVNYC publications, write to LVNYC, 666 Broadway, Suite 250, New York, NY 10012.)

TOOLS OF THE TRADE

Workforce Literacy

[1] Working Capital: JTPA Investments for the 90's, a new report by the JTPA Advisory Committee for the U.S. Department of Labor, assesses the JTPA program and makes 28 recommendations to adjust its provisions and focus to better serve poor and disadvantaged youth and adults in need of employment training. The recommendations, on the whole consistent with those of JUMP START, include launching a technical assistance effort under strong federal leadership to train state and local staff in "state-of-the-art" systems of basic education, skills training, and data management. Available free from Employment and Training Administration, U.S. Department of Labor, 200 Constitution Avenue, NW, Room N-5636, Washington, DC 20210 (202) 535-0664.

[2] The Learning Enterprise, by Anthony Carnevale and Leila Gainer of the American Society for Training and Development, provides current information on employer training programs and on various components of the education system that prepare people for jobs. The report concludes that there is not enough job-related training and that what there is focuses mostly on white collar and technical elites. Among other problems, the authors indicate that "high school students in the general and vocational education tracks are not well served either in school or on the job, even though they represent 61 percent of the high school population." Among the recommendations is that, as a long term goal, companies should triple their employee training expenditures from the current \$30 billion (which represents only 1% percent of payroll and serves only 10 percent of the nation's employees), and give more emphasis to those most in need of education and skills upgrading. Single copies are available free from ASTD (Attn: Fulfillment), 1630 Duke Street, Box 1443, Alexandria, VA 22314 (703) 683-8119.

[3] Literacy in the Workplace: The Executive Perspective, a study by The Omega Group with support from the Mayor's Commission on Literacy in Philadelphia and the Productivity Council of the National Association of Broadcasters, examines the attitudes of top executives toward providing workplace literacy programs and offers their recommendations for addressing employee basic skills problems. The study finds that employer sponsorship of work skills programs is directly related to the benefits perceived by both organization and worker and to the short- and long-term value executives place on those benefits. Executives who said they are reluctant to commit resources to internal literacy programs feel the issue of literacy to be someone else's responsibility, view basic skills as unnecessary for job performance, regard further investments as too costly, or worry that admitting to a serious problem will reflect badly on their company image and reputation. Available free from The Omega Group, 101 Bryn Mawr Avenue, Suite 310, Bryn Mawr, PA 19010 (215) 525-4900.

[4] The 1988 ASPA Labor Shortage Survey Report, recently issued by the American Society for Personnel Administrators, examines the extent of the labor shortage problem and strategies to best attract, motivate, and train a qualified work force now and in the future. Available for \$40 from ASPA Distribution Center, 1600 West 82nd Street, Minneapolis, MN 55431 (800) 444-5006.

[5] Closing The Gap: Meeting The Small Business Training Challenge in Connecticut, by Jobs for the Future, reveals the obstacles and opportunities for meeting the training needs of small businesses in that state. Public and private sector action is called for in four areas: improving the content of on-the-job training programs, improving delivery of such programs, increasing communication between suppliers and consumers of training, and improving coordination. Copies are available for \$15 from Jobs for the Future, 48 Grove Street, Boston, MA 02144 (617) 628-6661.

Family Literacy

[6] New Readers Press, the publishing division of Laubach Literacy International, has released a series of books to help adult learners be better parents while improving their own skills. *When A Baby Is New* and *As A Child Grows*, an illustrated set written at 2nd to 3rd-grade level, give practical information about caring for babies and young children. *The Long and Short of Mother Goose* and *Favorite Childhood Tales* is a four-book collection of nursery tales, reinforced by read-along tapes, that parents can read to their children. *Bride in Pink* and *Better Off Without Me*, written at 3rd to 4th-grade level, are intended for older teens and adults. For information about these titles contact Cynthia Guy at 800-448-8878, or in New York 800-624-6703.

[7] Making the Nation Smarter: The Intergenerational Transfer of Cognitive Ability, a 46-page report by Thomas Sticht and Barbara McDonald, summarizes the history, status, and current and future strategies for dealing with the problem of intergenerational illiteracy. It is based on a three-day national conference attended last year by literacy practitioners, researchers, and policymakers and funded by the MacArthur Foundation. Contact Applied Behavioral and Cognitive Sciences, 2841 Canon Street, San Diego, CA 92106 (619) 224-2810.

Other

[8] New publications from Steck-Vaughn Company include *Reading for Tomorrow* (a series of three books at 5th to 6th-grade level), *Communications for Tomorrow* (an accompanying workbook for the series), *Spotlight* (magazine-like readers featuring biographies of famous personalities, 2nd to 3rd-grade level), and *Champions of Change* (two books about famous black and Hispanic Americans at the 5th to 9th-grade reading level). Prices are modest and vary by quantity. Contact Steck-Vaughn, PO Box 26015, Austin, TX 78755.

[9] ESL Curriculum Guide: Materials and Methods for Teaching as a Second Language to Adults by Karen Batt, Ellen Furstenburg, and Judy Reitzes is a 54-page book for volunteer tutors describing techniques and materials that work best with adult ESL students. Contact The Reader Development Program of the Free Library of Philadelphia, Logan Square, Philadelphia, PA 19103 (215) 686-5346.

[10] Project STAR: Sequential Training for Adult Reading is a computer-based adult learning program (0 to 3rd-grade reading level) that allows instructors to evaluate students and plan individualized, self-paced study courses for them. The program includes "application" modules to teach adults to use their skills in everyday settings. To preview or order, contact Hartley Courseware, Inc., 133 Bridge Street, Dimondale, MI 48821 or call 800-247-1380 (517-646-6458 in Michigan).

CORPORATE LITERACY ACTION

Business Leaders Meet in D.C. Forum

More than 20 Washington representatives of major corporations, and senior executives of national industry associations, met in Washington on June 16 to discuss adult literacy and the role of the business community. The meeting, called and co-hosted by Harold McGraw, Jr., Chairman Emeritus of McGraw-Hill, Inc. and President of BCEL, and Richard Munro, Chairman of Time, Inc., aimed to bring greater focus to the literacy effort being made by business organizations with a presence in Washington. The current legislative climate on Capitol Hill relative to literacy and the legislative proposals coming out of JUMP START were also discussed. Among those involved in the discussions were representatives from AT&T; IBM; Dupont; USX; The Travelers; Harcourt, Brace, Jovanovich; Direct Marketing Association; Magazine Publishers Association; Information Industry Association; and The Chase Manhattan Bank.

Amalgamated Clothing & Textile Workers

Five hundred New York City garment workers are strengthening their basic skills in a program sponsored by the Amalgamated Clothing and Textile Workers Union, a member of the Consortium for Worker Education. In 1985, ACTWU hired an education director whose first task was to talk with union organizers to clarify members' educational needs. ESL and Spanish-language literacy were identified as priority concerns of the workers, most of whom were Hispanic immigrants. Although most of the workers' jobs require minimal reading and writing skills, the union understood the importance of these skills in improving the living conditions of workers as well as in building a stronger membership. As a result, ACTWU has developed comprehensive course offerings in ESL and Spanish-language literacy from the most basic to the pre-college level. Learners strengthen their skills through reading, writing, and discussing such themes as the immigrant experience, workplace problem-solving, unionism, and community health and housing. The program includes an active student delegate system which allows the learners to play a significant role in program policy making. The program's 22

(cont'd. on p. 10)

CORPORATE LITERACY ACTION

(cont'd from p. 9)

teachers and two administrators are paid by the New York City Board of Education and the New York State Education Department. For more information contact Paula Finn, Education Programs, ACTWU, 15 Union Square, New York, NY 10003 (212) 242-0700.

Association Of American Publishers

The Association of American Publishers has joined the International Reading Association in piloting two intergenerational literacy projects involving poor and homeless children and their parents. AAP has provided \$30,000 to launch the two programs, and member publishers will furnish educational materials. If the programs are successful, IRA plans to encourage their replication by its 1,200 member councils. AAP President Nicholas Veliotis calls the program "a project of hope aimed at the complex problems of illiteracy, homelessness, and poverty." For more information contact James Sawyer, Director of Membership, International Reading Association, 800 Barksdale Road, Newark, DE 19714 (302) 731-1600, ext. 35.

The Houston Chronicle

When he served as Chairman & President of the American Newspaper Publishers Association, *Houston Chronicle* publisher Richard Johnson encouraged fellow publishers to take the lead in the nation's growing literacy movement. At home in Houston, Mr. Johnson committed the *Chronicle* to putting its resources behind creating a major city-wide literacy effort. In 1986, with support from the Gannett Foundation, the *Chronicle* sponsored a "Forum on Literacy" for 300 leaders from business, labor, government, and education. This led Mayor Kathy Whitmire to appoint a Mayor's Task Force on Literacy which in turn recommended a commission to plan and direct an ongoing, comprehensive literacy program. As a result, the Houston Reading, Education and Development Commission (READ) was appointed in January 1988, with 25 members from a cross-section of the Houston community. Mayor Whitmire asked Mr. Johnson to head a drive to raise \$1 million for the Commission and, by January of this year, the fund was oversubscribed. The Commission, with Barbara Kazdan as Executive Director, has been collecting data, making referrals, developing resources, and



Southwestern Bell Tutoring Session, San Antonio area program.

Photo courtesy of Southwestern Bell, by photographer Joseph Rodriguez, Jr.

promoting partnerships between businesses and local literacy groups. The *Chronicle* continues to directly support awareness and advocacy activities. It also gives an annual \$1,000 Literacy Service Award for outstanding volunteer service. A retired newspaper trade association executive serves as the *Chronicle's* representative on the Commission. Numerous other companies have followed the *Chronicle's* lead by contributing computers, space, interior decoration, and office equipment to the Commission and to neighborhood learning centers. The Houston Endowment has pledged \$450,000 and the Harris County Medical Society \$100,000. The Junior League and Medical Society Auxiliary have made literacy their primary projects. "In my 30 years in the newspaper business," notes Mr. Johnson, "what we are doing in the literacy movement is by far the most exciting and gratifying public service the *Chronicle* has done.... We believe what we are doing and how we are doing it can very well serve as a model for other cities." For more information contact John Murphy, Literacy Programs Coordinator, *Houston Chronicle*, PO Box 4260, Houston, TX 77210 (713) 220-7083.

National Association Of Printers & Lithographers

A literacy committee set up last year by The National Association of Printers and Lithographers has distributed a workplace literacy survey to its 3,700 members and to the 90,000 readers of *American Printer Magazine*. The survey is designed to determine how aware the industry is of the employee basic skills issue and its interest in establishing workplace programs. Preliminary survey responses indicate that awareness and interest are high. In the fall, NAPL will make the

full results available in an article in *American Printer* and in a special report for Association members and other interested parties. The NAPL board and executive staff are also exploring other initiatives to bolster the basic skills of the industry's workforce. For more information contact Rhona Bronson, NAPL, 780 Palisade Avenue, Teaneck, NJ 07666 (201) 342-0707.

Southwestern Bell

Southwestern Bell Telephone Company (SWBT) has taken a lead in supporting literacy throughout its region. For example, in 1988, the president of SWBT's Arkansas division chaired the Governor's Commission on Adult Literacy and assigned three employees to work on adult literacy and other education issues. The Arkansas division also has provided funding, volunteers, and other in-kind help to literacy groups around the state. Earlier this year, SWBT underwrote the costs of a statewide literacy conference and more recently it has been giving a well-received series of workshops for literacy groups on grant writing and organization building. In Missouri, SWBT assistant vice-president of public relations serves as president of Literacy Investment for Tomorrow-Missouri (LIFT), a statewide coalition established last year to channel private sector resources to literacy. The Southwestern Bell Foundation pledged \$250,000 in start-up funds for LIFT and is encouraging other businesses to join in. In March, LIFT announced its first round of grants: \$25,000 to eight programs in the state. In Texas, Bell officials serve on literacy coalitions in San Antonio, Houston, and Dallas. In Oklahoma, SWBT and the Oklahoma Telephone Association have helped the Oklahoma Literacy Council by establishing a state hotline.

participating in its board meetings, hosting awareness events, providing computer services, and donating office furniture. In Kansas, the company is working with a literacy task force in Topeka. SWBT's grants throughout the region are supporting many kinds of literacy programs—ESL, computer assisted instruction, family literacy—as well as numerous literacy planning and coordinating activities. The company benefits in many ways from its numerous literacy involvements and is engendering considerable good will. "I feel good about paying my telephone bill now," says one literacy program director.

Vitramon, Inc.

Vitramon, Inc., a subsidiary of Thomas & Betts Corporation, is a Connecticut manufacturer of ceramic capacitors whose 500-member workforce is now 25 percent foreign-born. As this immigrant workforce grew, so did internal communications problems. With the help of the Adult Basic Education program in nearby Derby, in 1988 Vitramon established an ESL program on company premises and got the word out to its workers via informal discussions, posters, and notices. Eighty-five employees signed up immediately for the classes, which overlap the day and evening shifts and are given half on company time and half on employee time. The curriculum is built around specific on-the-job and at-home topics of immediate use to the workers—for example, technical terminology used in the company routing sheets which accompany parts to be worked on. The topics were identified by a team of adult basic education professionals and company people. The first year of the program cost the company about \$4,000 and some 45 workers graduated. Employment Specialist Margie Colon gives the program high marks for the benefits it is producing for all concerned. She points out that "many of the employees are exceptionally bright, and only their lack of communications skills has kept them from making a stronger contribution to the company." She attributes the program's success to the careful task analysis done at the outset, sensitive instructors who encourage self-expression among the students, and discussions that foster critical analysis of important, sometimes controversial, in-house matters. Management was initially skeptical about the program but is now convinced of its value because of the high level of worker participation. For more information contact Margie Colon, Employment Specialist, Vitramon, Inc., PO Box 544, Bridgeport, CT 06601 (203) 268-6261.

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND CONTRIBUTIONS

The Albany County Bar Association recently donated \$300 to the Albany County Public Library in Laramie, WY to produce four literacy PSAs.

American Express Company funded Washington Literacy's two-day institute for tutor trainers held in Seattle in April.

Contributors to BCEL during the period mid-March to mid-June 1989 were **AT&T**, **Chicago Tribune Charities**, **CPC International**, **RR Donnelley & Sons**, **Dow Jones**, **Exxon Corporation**, **Ford Motor Company**, **Goodyear Tire & Rubber Company**, **Household International**, **IBM**, **Moore Business Forms**, **Petersen Publishing**, **Samuel I. Newhouse Foundation**, **Times Mirror Inc.**, **GTG East/USA Today TV**, and **Waldenbooks**. BCEL also received a \$100,000 challenge grant from the Hewlett Foundation, which to be earned must be matched on a 2:1 basis.

AT&T Foundation has made a two-year grant of \$125,000 to SER's Hispanic Literacy Initiative projects in Fall River, MA and East Los Angeles, CA. In Detroit, SER received grants of \$50,000 from the Skillman Foundation and \$10,000 from the **MichCon Foundation**. The Skillman Foundation also made a recent grant of \$27,000 to the Macomb (MI) Literacy Project for a family literacy program involving Head Start children and their parents.

BP Exploration and ARCO Alaska, Inc. each recently donated \$5,000 to the Anchorage Literacy Project to support volunteer training and other activities.

Johnson Products and **Spencer for Hair** sponsored a fashion show in April to raise funds for the Capital Area Literacy Coalition and Operation Upgrade in Baton Rouge.

The Kellogg Company has made a three-year grant of \$1.5 million to "Reading Rainbow," the PBS series which encourages families to read quality literature.

New York Telephone recently awarded \$3,000 to the Parent Readers Program at New York City Technical College which seeks to create families of readers. Parents participate in workshops where they learn how to read and discuss quality children's literature with their children at home.

Polaroid Corporation has provided funding to the New Bedford (MA) Public Schools literacy program for the purchase of computer equipment. **Frioror**, **St. Luke's Hospital**, and **Codman and Shurtleff** encourage their employees to participate in the basic skills program and provide space for classes. **The Standard-Times Newspaper** runs PSAs for the program and has regularly covered the literacy issue in news articles.

Toshiba Corporation has donated two television sets and VCRs to the Hawaii Governor's Council for Literacy.

PLANNING, RESEARCH, AND AWARENESS

Aetna and **Connecticut National Bank** have pulled a number of Hartford-area companies together with the Greater Hartford Community College to form the Greater Hartford Alliance for Literacy. The Alliance is exploring options for enhancing the basic skills of the local workforce. Other member companies include **Connecticut Bank** and **Trust Company**, **The Travelers**, **CIGNA**, and **The Hartford**.

Employee Relations Today ran an article on workplace literacy in its Spring 1989 issue.

The Fort Lauderdale News/Sun-Sentinel is in the middle of a year of family reading activities. To date these activities have included a simultaneous "story hour" in 24 area libraries, a Children's Reading Festival, puppet shows, an exhibit on the history of newspaper comics, and distribution of books to children at

daycare centers. Children taking part in the events are eligible for prizes and publishing of their names in the newspaper.

The National Association of Banking Affirmative Action Directors focused on workplace literacy as an equal employment issue at its annual meeting in Philadelphia in May.

In its May 26th issue, **Publishers Weekly** launched "Literacy Matters," a new series of occasional columns on adult literacy. Written by Barbara Prete, former executive director of the National Book Awards, this column will highlight the work of a different national literacy organization in each issue, seeking to increase awareness in the publishing industry.

The Thibodaux Daily Comet hosted a literacy festival on the company's grounds in April to promote reading in Lafourche Parish, LA. The event coincided with the newspaper's 100th anniversary. The paper published a special centennial edition whose proceeds were set aside in part as seed money for a planned parish-wide literacy effort. Festivities included athletic contests, music, theater presentations for children and adults, public readings, library-card registrations, displays of "reading" banners created by school children, and performances by two local Cajun humorists.

The Boston Chapter of **The Women's National Book Association** hosted a workplace literacy seminar at the Boston Public Library in April.

Xerox Corporation's Institute for Research on Learning has had ethnographers looking at how workers learn on the job, with the hope of developing training systems that build on the ways workers develop and share knowledge.

EMPLOYEE BASIC SKILLS PROGRAMS

The Gillette Company has begun a workplace education program for 75 employees of its Safety Razor Division plant in South Boston, MA. The program is operated by the Continuing Education Institute and includes ESL, ABE, and high school diploma instruction.

McCoy Electronics Company and Shippensburg University are developing an assessment tool to measure the job-related basic skills of the company's employees.

Millipore Corporation operates a peer-tutoring program for employees in its Waters Chromatography Division facility in the Boston area. English-speaking employees are trained by the "One-with-One" ESL-tutoring program and then matched with immigrant co-workers. Learners practice such job-related tasks as reading blueprints, filling out time cards, and completing spec sheets.

Motorola works with the Broward County (FL) ABE program to provide job-related basic skills instruction to employees in the company's Plantation and Bounton Beach plants. The company recognizes that workers are increasingly being expected to make decisions and revise production procedures as new technologies are introduced.

The Sidler Chemical Company works with Newark's Project Read to provide basic skills instruction to workers handling hazardous chemicals on their jobs.

The United Steelworkers is currently negotiating with steel companies to establish a jointly-operated worker education program to enable workers to handle new jobs, updated technologies, and participatory management systems.

In cooperation with Lane Community College, **Weyerhaeuser Company** offers an employee basic skills program for workers in its Cottage Grove, OR mills. **Weyerhaeuser Today**, which reaches 50,000 company employees and retirees, ran a cover story article about the program in its May issue.

Wheaton Injection Molding Company employees in Millville, NJ have been earning their GEDs under a new program run by the local ABE program. Two of four program graduates are already enrolled in college courses.

AVAILABLE FROM BCEL

● **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a new 54-page resource designed primarily for local literacy programs (\$5.00). Part I discusses the corporate-giving environment and forms of corporate giving. Part II gives step-by-step guidance on all aspects of corporate fundraising, from identifying companies to solicit, to proposal preparation and follow-up. Part III deals with forms of indirect corporate giving.

● **JOB RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers wishing to address the basic skills problems of their workforces (\$5.00). It provides detailed guidance on how to plan and implement an effective job-related basic skills program.

● **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups (\$2.00).

● **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and 10¢ a copy thereafter.

● The September 1988 issue of *Business Week* contained an excellent special report titled "HUMAN CAPITAL: The Decline of America's Workforce." Reprints, while the supply lasts, are available from BCEL for \$1.50 a copy.

● Back issues of the *BCEL Newsletters* are available at no cost for up to 6 copies per issue, on a one-time basis per organization, and at 50¢ a copy thereafter. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.

● BCEL's *State Directory of Key Literacy Contacts, 1988-89 Edition*, is an aid for both the literacy and business communities (\$5.00).

● **TURNING ILLITERACY AROUND: An Agenda For National Action** (1985) consists of two BCEL monographs (one by David Harman, the other by Donald McCune and Judith Alamprese) which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action (\$10 the set).

● **PIONEERS & NEW FRONTIERS** (1985) is a BCEL monograph by Dianne Kangisser which assesses the role, potential, and limits of volunteers in combating adult illiteracy (\$5.00).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

The Business Council for Effective Literacy, founded in 1983, is a national foundation with public charity status under section 501(c)(3) of the IRS code. BCEL serves as a catalyst between the business and literacy communities and works to promote good practice and public policy.

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Publications Assistant

*On part-time consulting basis

Business Council for Effective Literacy

1221 Avenue of the Americas—35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

by **Harold W. McGraw, Jr.**
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

A significant first, the Education Summit called by President Bush to meet with the country's governors, has just been completed as the BCEL Newsletter goes to press. By all reports it was a most encouraging and substantive conference with the purpose of establishing national education goals for meeting such major challenges as educational restructuring, the reduction of dropout rates, and marked improvement in the adult literacy rate. We can all take real satisfaction that this key and needed first step has now been taken, and that a prompt follow-through is planned for the annual winter meeting of the governors next February for the review and endorsement of such national goals.

As one specific example, the National Governors Association is launching a major outreach activity to gather recommendations from groups across the nation for consideration in the shaping of action plans for both the states and the federal government. And, as the White House as well as NGA goes about establishing steps for implementing a wide range of educational initiatives, it is gratifying to hear that these are not planned just for the school reform area, as vital as that is, but they will also cover all aspects of the adult learning enterprise, including general and workforce literacy.

It has been very encouraging to note the increasing number of solid examples of state leadership in the adult literacy area, for the states clearly have the lion's share of responsibility for the nation's literacy and education agenda. But at the same time, the recent Education Summit well serves to point up that a strong federal coordinating and leadership role is essential to bringing coherence and an intellectual center to the national literacy effort. That role can be invaluable in encouraging and guiding the efforts of the governors as they work to develop and expand effective state literacy services.

The two adult literacy bills introduced by Representative Sawyer and Senator Simon

which are currently on center stage in Congress both contain provisions to establish this federal role. Assuming that differences between the two bills are satisfactorily resolved through hearings and the process of congressional compromise, the nation would for the first time have a comprehensive and integrated federal approach for dealing with the adult illiteracy problem.

While all the bills' provisions warrant full consideration, I want to single out two as having central importance. A Cabinet Council for Literacy, one made up of the heads of all concerned and responsible federal agencies and departments, is of great importance for a coordinated and well-informed national effort. Similarly, a National Center for Adult Literacy, preferably one that is independent and quasi-governmental, is absolutely vital. To have teeth of course the final overall bill will have to be adequately funded and we are all mindful of the federal deficit. But the amount of new funding needed to support a truly effective federal effort is very small in the overall picture and it will have a tremendous payoff if targeted wisely.

The present climate is one of optimism and high expectation. But obviously much depends on the outcome of the Sawyer and Simon bills and on the extent to which the administration and the governors get behind the overall legislative initiative. All of us, very much including leaders of the business community, will hopefully speak out on behalf of the new legislation and do our best to help assure a strong bill in the near future. Corporations can benefit significantly from such legislation, especially in addressing workplace needs. At no time has it been more important for your voices to be heard.

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BANKING & BASIC SKILLS



A teller who cashes a document marked "non-negotiable coupon" finds he is short of funds at the end of the day and has lost his employer money. Another teller hasn't been able to reconcile his daily opening and closing cash drawer for a week. After waiting in a long line, a customer storms out of the bank when the service representative can't reconcile her statement or locate the error. A bank employee who can't read and fully comprehend federal regulations fails to report a cash deposit of over \$10,000 to the IRS; his employer is fined.

A large commercial bank acquires a small savings and loan institution and fires many people who cannot get new jobs without basic skills or retraining help. A New Jersey bank with a statewide workforce of 15,000 must interview 15 people to find one qualified worker. A federal home loan bank in Chicago, unable to pay the wages that commercial banks can afford, has been losing its best-trained workers and is faced with having to upgrade the skills of its remaining employees, many having no more than a 7th-grade reading ability. A major New York bank which gives applicants for teller positions a basic math test found that applicants passing the test declined from 70 percent in 1983 to 55 percent in 1987.

As these examples indicate, the American banking industry is experiencing the same employee basic skills problem as the rest of business and industry. Because financial institutions are the nation's economic cornerstone — touching nearly every aspect of American life — the need to address illiteracy problems in the industry has special importance. Fortunately, industry awareness is growing, and there are many examples of individual banks working to upgrade employee skills or exploring options to do so. First Pennsylvania Bank in Philadelphia, The Bank of Boston and State Street Bank in Boston, and Connecticut Bank and Trust Company in Hartford are just a few of them.

However, bright lights such as these are still in the minority. Most banks, even when aware that they have an employee skills problem, are unsure about how to proceed. As is the case with other kinds of

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NEWS IN BRIEF

Coalition For Literacy Names New Head

Anabel Newman was recently elected Chair of the National Coalition for Literacy, replacing Helen Crouch, president of Literacy Volunteers of America, who has served in this role for the past year. Professor Newman directs the Reading Practicum Center at Indiana University. She is also an active member of the International Reading Association and has been the IRA's Coalition representative since 1981. A major goal of Newman's in her new post will be to shape a stronger Coalition role in national public policy.

Preparing Non-College Youth For Jobs

On October 18 the Hudson Institute, with the participation of the U.S. Department of Labor and the Committee for Economic Development, will hold an invitational working conference in Washington titled "Workforce 2000 and the Forgotten Half." Selected business, government, and education leaders will consider the job-preparation needs of non-college-bound youth. The get-together is planned as a first step in defining the skills and programs needed by these young people to get and succeed in jobs — especially in manufacturing, health care, construction, and food and hospitality services. The effort builds on the Hudson Institute's groundbreaking report last year, "Workforce 2000." For information on the Institute's ongoing literacy activities contact Patricia Gold, Hudson Institute, 4401 Ford Avenue, Suite 200, Alexandria, VA 22302.

Illinois Cable Backs Literacy Volunteers

The Illinois Cable Television Association (ICTA), the trade association for all cable system operators in the state and provider of television service to some three million households in Illinois, has designated Literacy Volunteers of America-Illinois the official group its organization will sponsor on an ongoing basis. Its activities to benefit the LVA affiliate take two forms. First, ICTA is broadcasting a series of PSAs urging the public to become aware of the problem of illiteracy and to get involved with LVA. In addition, ICTA is sponsoring fundraising events. In March, for example, the organization hosted "Take a Ride on the Reading Railroad," a sightseeing tour on chartered Chicago elevated trains which raised \$6,000 for LVA. Another major event in July was incorporated into ICTA's annual cable mem-

bership drive. For every new customer who joined ICTA that month, \$1 was donated to LVA-Illinois, generating a total of \$12,000. For more information contact Gary Maher, President, ICTA, 2200 E. Devon, Des Plaines, IL 60018 (312) 297-4520.

House ABE Funding Up

The U.S. House of Representatives has approved nearly \$209 million for adult basic skills programs for the fiscal year beginning October 1, 1989. This represents an increase of \$46 million over last year's allocation. Of the overall amount, \$180 million will support the ongoing ABE programs of the states, \$2 million is set aside for national programs operated by the Department of Education, nearly \$12 million will go into Department-administered workplace literacy grants, and \$5 million will be allocated for English literacy grants. In addition, some \$10 million has been set aside under the Stewart McKinney Homeless Assistance Act for literacy services for homeless adults. The House bill is under consideration in the Senate now and any discrepancies between the two versions, which are not expected to be great, will be worked out in joint session.

Literacy For The Visually-Impaired

The American Foundation for the Blind has announced a new campaign to promote literacy among blind and visually-impaired children and adults. The effort will have a two-pronged focus: activities "to underscore the critical shortage of teachers qualified to teach reading braille" and a publications and speaking program to inform visually-impaired people about materials and services available to them. Among several activities in process is a study to explore the usefulness of a competency test for teachers of braille. It is being conducted by the National Library Service for the Blind and Physically Handicapped of the Library of Congress, one of many cooperating organizations. In 1990, in conjunction with International Literacy Year, an exhibit for blind and visually-impaired people will be opened in New York City and then made available for display throughout the country. For more information contact Fay Jarosh Ellis, AFB, 15 West 16th Street, New York, NY 10011 (212) 620-2029.

Supporting Employee Education Through The Federal Tax Code

Section 127 of the Internal Revenue Code, enacted in 1978, exempts from taxation educational assistance payments made by

employers to employees for all courses except those related to hobbies or sports or taken at the graduate level. Advocates of this federal tax incentive program — in Congress, among thousands of employee beneficiaries, and in the business community — see 127 not only as a powerful way to support job-related basic skills and other employee education but as a vital tool for retraining laid-off and displaced workers. Congress is currently considering whether to eliminate or reauthorize 127. The Department of Treasury has taken the position that the tax program is used predominantly by employees of higher educational achievement, position, and salary, with a disproportionate benefit going to persons pursuing professional degrees — i.e. those least needing tax relief. It has thus recommended that Congress not reinstate the program. A new study by the National Tax Policy Group of Coopers & Lybrand, "Section 127 Employee Educational Assistance: Who Benefits? At What Cost?" strongly challenges both propositions. "We believe," the report begins, "that the information used by Treasury provided an insufficient basis for determining whether or not Section 127 had achieved its objectives." Among the study's many findings is that Section 127 benefits are in fact distributed in a way that parallels earnings among the labor force as a whole. For example, more than 70 percent of the benefit recipients earn less than \$30,000 and some 36 percent less than \$20,000. (Those taking professional courses account for less than one-half of one-percent of all Section 127 recipients.) The study also analyzes the "revenue effects" of the legislation and concludes that they are substantially less than estimated by Treasury and the Joint Committee on Taxation. A major section of the report considers how repeal of the tax program would adversely affect employees, employers, teacher training programs, major categories of college and university support personnel, and many others. For more information or a copy of the report contact Sharon Cranford, Coopers & Lybrand, 1800 M Street, NW, Washington, DC 20036 (202) 822-4439.

A Multi-Cultural Perspective

El Paso Community College in Texas will sponsor a conference next February 21-23 called "Literacy for a Global Economy: A Multi-Cultural Perspective." Literacy will be examined in terms of the changing ethnic make-up of the American population as new kinds of immigrants from around the world settle and look for work here. A main

purpose of the conference will be to help inform national policy. A unique aspect of the event will be a series of expeditions for participants. One outing will include lunch at an Indian reservation, tours of nearby historic missions, and a visit to a local intergenerational literacy program. Another will take participants to see closed-circuit televised literacy classes in a Levi Strauss plant and at Fort Bliss. Still another will include a trip across the border where the group will meet with American and Mexican plant managers to discuss literacy in the maquila industry. The visits are designed to give a vivid first-hand sense of the crucial role that the basic skills play in the daily lives of ethnic groups with limited English. To help sponsor the conference or for more information contact Carol Clymer, Outreach Center, El Paso Community College, Room 1009, 103 Montana, El Paso, TX 79902 (915) 534-4162.



Socorro Mission — One Of Several Missions To Be Visited By El Paso Conference Participants — Along The Mission Trail Outside El Paso, Texas.

Helping Consumers Use Telecommunications

Advances in technology are affecting every aspect of life including the role and use of telephones. Telephones, themselves now more complicated to operate, have become an integral component of vast telecommunications systems that include fax machines, computers, and modems. Not only do consumers find the systems difficult to understand and use, but they must choose from among a confusing array of services and providers. In 1986 the California Public Utilities Commission found that Pacific Bell had not fully informed consumers about less expensive options and had oversold unnecessary services. Pacific Bell was ordered to compensate consumers directly and to pay \$16.5 million to a specially-created Telecommunications Education Trust for consumer education programs throughout the state. As a result, the California Public

Utilities recently awarded nearly \$5 million in Trust grants to 32 nonprofit organizations working with low-income and limited-English-speaking people in the state. Three grants went to literacy organizations: Basic Adult Spanish Education (BASE) in Woodland Hills, which helps Spanish-speaking immigrants learn English and the basic skills; the Career Services Development Center in San Francisco, which teaches literacy and vocational skills to Chinese immigrants; and the Downey City Library. All three programs will use the funds to develop special telecommunications materials for use in their ongoing basic skills programs. For more information contact Terry Jones, Telecommunications Education Trust, 3580 Wilshire Boulevard, Suite 1660, Los Angeles, CA 90010 (213) 413-4042.

Linking Literacy & Church Groups

For more than two years the National Council of Churches, longtime activist in literacy abroad, has been focusing on literacy in the U.S. The group has worked primarily on motivating congregations throughout the country to get involved with literacy in their own communities. The NCC's efforts were recently given a boost by a \$25,000 grant from the Gannett Foundation to expand its work to a full-time non-religious literacy program, with full-time staff working only on this issue. On an interdenominational basis, the NCC will help congregations across the nation forge links with local literacy programs. As a first step, a preliminary survey will be conducted of 100 grassroots programs and the findings drawn into a new database. The NCC initiative will then offer consultation and networking services to congregations that need help, highlighting successful projects as models. For more information contact Margaret Shafer, Director, Literacy Program, NCC, 475 Riverside Drive, New York, NY 10115 (212) 870-9997.

National Press Women Press For Literacy

The National Federation of Press Women, an association for women in the communications industry, has launched an awareness and fundraising campaign for literacy. The campaign was launched on September 7 when Washington, D.C. affiliate Capital Press Women hosted a pilot literacy auction. Autographed books by famous writers were donated for sale with the proceeds going to Reading Is Fundamental, a national organization which promotes reading among children. Speakers included

Sharon Darling of the Kenan Family Literacy Program, Senator Paul Simon, and Representative Tom Sawyer. The Federation has urged each state affiliate to follow the Capital Press lead with similar auctions of their own in the coming months and will provide guidelines and guidance as needed. For more information contact Ruthann Saenger, Literacy Chairperson, NFPW, c/o Capital Press Women, 1448 Duke Street, Alexandria, VA 22314 (703) 845-2699.

Workplace Guide For Unions

Last May a group of union education and training officials attended a two-day Basic Skills Symposium sponsored by the Human Resources Development Institute (HRDI), the AFL-CIO Department of Education, and the Meany Center. Focusing extensively on programs for employed or recently-displaced workers, the group concluded that the most effective workforce programs are those designed around the needs of the workers themselves. Among the issues covered were testing and assessment, teaching methods, and maintaining worker confidentiality. Drawing on the symposium, HRDI is about to put out a technical assistance guide for unions wishing to offer basic skills programs themselves or collaborate with employers in providing programs. The guide will be called "Worker Centered Learning: A Union Guide to Workplace Literacy." HRDI will conduct additional research in the coming months and also track and evaluate existing programs as a way to promote good practice and provide further guidance to unions. For more information contact Tony Sarmiento, AFL-CIO, 815 Sixteenth Street, NW, Washington, DC 20006 (202) 638-3912.

Center For Family Literacy Formed

A new National Center for Family Literacy, based in Louisville, Kentucky, was established in August with a \$1 million grant from the William R. Kenan, Jr. Charitable Trust. The Center will be directed by Sharon Darling who serves as a director of the Barbara Bush Foundation and also directs the Kenan Family Literacy Project. The Center's board of advisors includes the First Lady of Mississippi, the president of the North Carolina Department of Community Colleges, the director of family research at

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Correction: The PENNARAMA basic skills program, a statewide effort involving WPSX-TV and described in BCEL's July 1989 Newsletter, should have been attributed to Penn State University, not the University of Pennsylvania.

NEWS IN BRIEF

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Harvard University, and Congressmen Paul Simon and William Goodling. The new organization will conduct research, offer teacher training, and provide other forms of technical assistance. It will also function as a national clearinghouse on family literacy and take an active role in national policy development. A first eight-day training seminar in August worked with personnel from 11 states and a second such seminar is planned for later this month. In the near future the Center will fund several model family literacy programs to illustrate promising practices to other programs around the country. For more information contact the National Center for Family Literacy, 1 Riverfront Plaza, Suite 608, Louisville, KY 40202 (502) 584-1133.

ESL Clearinghouse Set Up

With funding provided through a 1988 Amendment to the Adult Education Act, the Center for Applied Linguistics in Washington, D.C. is establishing a national literacy clearinghouse covering programs and activities for limited-English speakers. The Center will be a new branch of the vast ERIC system which includes a network of 16 clearinghouses, each with its own special focus, the research activities of the Office of Educational Research and Improvement, and the U.S. Government Printing Office. In addition to collecting and disseminating information, the Center will conduct research and analysis; issue its findings in regular reports, directories, and research guides; and provide other services still being defined. Some 16 national leaders have joined the Center's advisory board, including representatives of UAW/General Motors, the American Association of Adult and Continuing Education, BCEL, and all the major U.S. departments including Health and Human Services. For more information contact JoAnn Crandall, Literacy Clearinghouse Director, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037 (202) 429-9292.

Tax Credits In Mississippi

In April the Mississippi state legislature included a provision in its new economic development bill that, beginning late this year, will give a 25 percent tax credit to any employer providing basic skills services to help workers either function better in their current jobs or advance within the company. The Department of Education and the Tax

Commission will jointly certify and evaluate the employers' programs and are working now to develop specific program requirements and procedures. Companies can elect to provide instructional services themselves or contract with one or more outside organizations including community-based groups, colleges, school-based ABE programs, and for-profit institutions. The programs must be job-related and conform to the definition of basic skills training specified in the bill. Contact Joy Sharp, Governor's Office For Literacy, PO Box 139, Jackson, MS 39205 (601) 359-2681.

On The Move In Wisconsin

At the end of 1988, after a year-long task force study of Wisconsin's need for literacy services, recommendations were submitted to Governor Thompson for a comprehensive program to address problems at various skills levels. Since then the Governor has approved \$1.5 million in new funding for literacy, and the Wisconsin Board of Vocational, Technical, and Adult Education has supplied another \$2 million. This funding supplements some \$16-20 million provided annually by vocational education districts to community colleges offering literacy services and \$2.5 million in federal funding for the state's ABE program. The state is currently drawing up plans to establish a statewide multi-sector literacy advisory council. Contact Mary Ann Jackson, Board of Vocational, Technical, and Adult Education, PO Box 7874, Madison, WI 53707 (608) 267-9684.

Development Assistance Corp. Invites Business Partners For Funded Project

The Development Assistance Corp. (DAC), based in Dover, New Hampshire, is an experienced national and international development organization. DAC has received a major two-year grant from the U.S. Department of Education to develop nine bilingual, job-related basic skills programs for companies with limited-English-speaking employees. It is hoped that the programs will become models for wider use in the private sector. DAC will also develop a national directory of already-existing industry-based programs with the same focus. DAC would like to hear from companies that want to volunteer as a program site or from any groups that have information on exemplary programs to consider for the directory. Contact Donald Cichon, Project Director, DAC, 54 Rutland Street, Dover, NH 03820 (603) 742-6300.

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employers, they lack both the basic assessment tools needed to define their problem and the internal expertise to develop programs and curricula suited to their specific circumstances. Moreover, help from their local trade association chapters or outside educational institutions has lagged because here too curriculum and program designers are still finding their way. Many analysts have concluded that the national banking associations must move into the gap and provide the technical assistance and leadership needed.

The American Institute of Banking (AIB), the educational arm of the American Bankers Association, has begun to do just that for the 13,500 commercial banks it represents, and its work could eventually benefit the rest of the banking industry as well. Because the AIB initiative is one of only three efforts currently underway with an industry-wide focus [the textile and graphic arts industries are the others, see p. 9], BCEL thought it might be instructive to profile the project, highlight some of the steps which led to it, and consider the overall climate in which it is taking place.

Banking Is A Vast Industry In Flux

To the general public, the banking industry is its commercial banks and its savings and loan institutions, which number 13,500 and some 3,400 respectively. But the industry is in fact more complicated than that and includes all kinds of other financial institutions — for example, 12 federal reserve banks or "bankers' banks," 16,000 credit unions; an array of securities, commodities, and brokerage firms; numerous state and federal regulatory and insurance institutions (including the Federal Deposit Insurance Company and the Federal Savings and Loan Insurance Corporation); and several national trade associations with chapters located in communities throughout the country. This vast industry employs more than 3.4 million people. [Source: *The Labor Force Statistics Derived From Current Population Surveys, 1945-87*, Bulletin 2307, U.S. Department of Labor.] Nearly one-third of these employees (1.1 million) are in commercial banking. (About 700,000 are in securities, commodities, and brokerage firms. Credit agencies employ another 530,000, savings and loan institutions some 250,000, and federal reserve and other financial institutions about 885,000.)

A decade ago, banking in America was a relatively straightforward enterprise, with the role and services of different segments of the banking community carefully defined and regulated. Commercial banks offered one set of services, savings and loan organizations a different set, and other institutions played their unique role. American banks were the pre-eminent financial institutions in the world economy. But over the last ten years the picture has changed considerably and, judging from shifts in asset size alone, American banks, while still leaders in the world economy, have lost ground. The banking industries of other countries have grown at a faster rate than our own, and many have established a strong competitive presence in the U.S. At the same time, the forces of automation and deregulation have blurred the distinctions among financial

institutions in the system, bringing about fundamental changes in their scope of services, the way they do business, and, more to the point where basic skills are concerned, in their staffing requirements.

"In banking," notes a 1989 NCEE Brief put out by Columbia University's National Center on Education and Employment, "computerization [alone] has contributed to a proliferation of products and services, increased customization, greater emphasis on dealing with customers, sharpened competition, and rapid market shifts. Moreover, market and technological developments are causing major changes in the traditional structure of skills and the entire process of skill formation."

Experts point out that American banks of the future will not only have to operate more efficiently and more productively, but they will need to develop a vastly different and higher-level workforce. One bank studied by the NCEE is revealing in this regard. Due to a new emphasis on automation, the bank found that its primary job activity had shifted from order-taking (a simple form-handling task) to selling new products (a more complicated set of tasks requiring multiple communications skills). Moreover, the bank's product lines expanded from five to several dozen in a span of only 10 years. Where high school graduates had been suited to the jobs before automation and the expansion of services, management afterwards concluded that a two-year college degree was the minimum needed to carry out the new job definitions and functions.

Another illustration of how the banking industry is changing and bringing with it new training problems comes from Robert Bakarian, director of the Delaware Chapter of the American Institute of Banking. In the early 1980s, Bakarian explains, the state passed a law allowing banks to export credit cards at lower rates across the country. One of the first states to pass such a law, Delaware soon found itself deluged with new institutions of all kinds including banks, store credit card operations, and other groups. In less than five years the number of financial institutions in the state increased from 25 to over 60 and personnel went from 8,500 to 17,000. In the first flush of success, unemployment went down to 2.5 percent and the institutions seemed ready to hire anyone but the hardcore unemployed. However, by the time the phenomenon had peaked in 1986, many problems had become apparent. "To say the least, this put a tremendous strain on personnel at every level," recalls Bakarian. "This kind of work requires very special talents, most important being high-quality customer service abilities and high literacy levels." Karen Hewitt, a bank training official in Atlanta, reinforces the point: "In banking today," she says, "a clear grasp of how computers work, and the ability to read, think, and express yourself on your feet are absolute essentials for survival."

AIB Enters The Picture

Robert Bakarian was subsequently contacted by a group of Delaware bankers alarmed by the high turnover rate they were experiencing, especially in lower-level jobs. They wanted to know if this was due to job dissatisfaction, competition, or lack of basic skills. Bakarian didn't know and, in turn, took the question to the American Institute of Banking headquarters in Washington. AIB had also been hearing from other local AIB chapter heads, and William Browning, manager of research and education for the national organization, promptly set up a



special task force to begin investigating the problem among commercial banks nationwide.

In an activity jointly sponsored by BCEL, Browning's next act was to organize a workplace segment for the annual AIB conference in Orlando in mid-1988. Professor Larry Mikulecky of Indiana University, an expert in designing workplace programs, was brought in to conduct the workshop and to talk with local AIB chapter heads about the frustrations and problems they were having in providing basic skills help to banks in their service areas. In preparing for the session, Professor Mikulecky carried out "readability studies" on a representative sampling of industry training materials. He found that all were written at 12th-grade level or above, thus accounting for the high failure rate that chapters and banks had been reporting in their efforts to work with low-skilled employees.

Six months later, in December 1988, the AIB distributed a "Basic Skills in Banking" survey to more than 7,000 of its members. Its purpose: to better define the extent and nature of the problem, get a fix on what local banks were doing to deal with the problem, and on the basis of the new information shape an appropriate leadership role as quickly as possible. Survey participants were asked to think of basic skills not just as reading, writing, and computing, but in terms of what was needed for an acceptable level of functioning in particular bank jobs.

The AIB Survey Findings

By May of 1989 the AIB survey results were in and analyzed. Among the broad findings were that:

- Over 80 percent of the commercial banks surveyed reported employees with poor basic skills.
- In 1988, commercial banks spent \$32 million for basic skills education, more than double the amount spent in 1985. However, only 40 percent of the banks currently offer or are planning basic skills programs. Further, only 25 percent of mid-sized banks (those having assets of \$300 million to \$1 billion) provide employee basic skills services.
- During the 1985-88 period, skills test scores for new hires declined slightly while the percentage of job applicants turned down because of poor basic skills increased from 30 to 35 percent.
- More than 60 percent of the respondents named the job of teller as the most "at-risk" position because of poor basic skills. In descending order, the

next highest "at-risk" positions named were those of bookkeeper, customer service representative, and secretary.

For each of the four "high-risk" jobs, the banks reported a range of specific on-the-job problems encountered by their employees. For example, on a widespread basis, tellers have difficulty balancing their stations due to a variety of errors — giving out too much money, entering wrong data, transposing figures or decimal points, counting incorrectly. They are often unable to calculate interest because they don't understand percentages, or to read and understand procedures for cashing checks, memos, drafts, and regulations. And they are commonly unable to communicate clearly to customers or fully understand instructions from a supervisor. Customer service representatives are also often unable to read and interpret bank procedures and services. In addition, many show indifference in their attitudes to patrons and use incorrect grammar in both verbal and written communication. A high percentage of bookkeepers have difficulty understanding debits and credits, decimal points, and general ledger computer procedures and principles. They also often lack problem-solving abilities and have poor English skills. Secretaries and receptionists frequently have poor telephone and word processing skills, and poor spelling and proofreading skills. Even loan officers and clerks, though not among the highest-risk categories, are a concern, showing many of the same deficits as the high-risk groups.

Problems such as these are not endemic to commercial banks. Analysts are convinced that they stand as a clear warning sign to the entire industry. Non-compliance with regulations and procedures can lead to hefty government fines. Inattentive, inaccurate, or slow service means a loss of customers. The inability to "put across a new product" means the loss of potential customers and revenue. And that losses of this sort, if allowed to multiply, will directly affect the future ability of American banks to compete successfully in a global marketplace is obvious.

Building An Industry-Wide Curriculum

Using the results of its survey as a starting point, the American Institute of Banking — working with Professor Mikulecky and Simon & Shuster Workplace Resources — recently launched an ambitious curriculum development project to begin to help

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banks address their basic skills problems. Tentatively called *Job Performance Basics For Banking*, the new instructional system will be designed to teach the reading, computation, communications, and other skills required for the "at-risk" jobs identified in AIB's survey.

A highly significant aspect of the AIB program is that it will follow the functional context approach known to be most productive in both workplace and general adult situations. Over the next several months, a series of 12 self-contained modules will be developed using actual literacy audits of the bank jobs and including real-world applications of the needed basic skills to enhance transferability and reinforce learning. Each module will focus on tasks involved in the actual jobs. Each will be field tested with bankers brought together at 10 sites around the country. And each will be in the form of a workbook that can be used in classroom settings, in one-to-one tutoring situations, or for individual study at home.

Instruction will focus on enabling employees to master specific bank tasks. Pre- and post-tests that simulate each task will be included in each module to measure the employee's progress. And instructors' guides will be developed to give trainers information on problems in the industry, strategies for involving supervisors and employees, course outlines, lists of texts for persons needing ESL or other special help, and guidance on how to teach literacy to adults.

The first three modules will be piloted this month. They will cover the tasks of balancing the teller drawer, "cross-selling," and gaining "document literacy," including the use and interpretation of charts. At the 10 sites, AIB trainers, mostly bankers serving on a voluntary basis, will review the materials and try them out on selected banking personnel to see where modifications are necessary.

"The final sites for piloting the programs have not yet been officially announced," says Bill Browning, "but we're hopeful that Atlanta and Delaware will participate." He goes on to say that "one of the things we will determine in the pilot phase is what kind of additional expertise, if any, will be needed to support and implement the program. Can we put out instructional materials that will be comprehensive enough to stand on their own, supported by the training we normally provide for AIB's other course offerings? We hope that will be the case, but it could turn out that we will have to provide special basic skills training to personnel in the local chapters to make the program work."

The total program is scheduled for completion by next June, with Simon & Shuster handling its publication. It will be marketed to members of the American Bankers Association by the AIB and to other financial institutions by Simon & Shuster. Karen Hewitt of Atlanta is optimistic that the final product can be used and adapted in most bank settings. "This program will be so consistent," she says, "that if an employee in Atlanta were transferred to Cincinnati in the middle of the program, he could pick up right where he left off."

High Promise, And More To Come

Clearly, this new banking curriculum is an exciting development with potential value for the entire industry. It is also a model that other industries might learn from because it moves well beyond the general awareness stage that characterizes so much of the current workforce literacy effort. The AIB recognizes that it is just a beginning and not the whole answer, and it will take time for widespread implementation to occur and for the results to be fully assessed. In the meantime, individual banks and other trade associations will undoubtedly be working on their own programs. One Philadelphia banker, for example, is presently contemplating an experiment in which "marginally employable" applicants would be hired (they would score below passing on current AIB basic skills tests) and given time off for job-related training in the afternoon, for as long as a year. The results, he thinks, would be surprising and well worth the effort.

It should also be noted that the Institute of Financial Education, the educational arm of the U.S. League of Savings Institutions, has begun to consider workplace literacy problems among savings and loan institutions. It has been trying to build awareness with articles in its trade journal. In March, at its 64th national conference, it sponsored its first workshop on the subject, and a second such workshop was held only a few weeks ago. The Institute has also been experimenting with simplifying its basic accounting and writing programs to reach individuals who can't attain the standard course levels.

A final note: The AIB and other initiatives discussed above represent a positive and assertive approach to meeting the basic skills challenge in banking, and if they are successful and accompanied by other initiatives they should do much to assure that the system retains its strong leadership role at home and abroad.

(A full copy of the AIB survey report is available to members of the American Bankers Association for \$40 and to nonmembers for \$60. A two-page summary is available at no charge. For this material or for more information contact William Browning, Manager, Research & Education, AIB, American Bankers Association, 1120 Connecticut Avenue, NW, Washington, DC 20036, 202-663-5390.)

COMPUTER UPDATE: Emerging Issues

The third national Adult Literacy and Technology Conference held in Louisville in July drew 400 people and featured a total of 54 workshops and 42 vendor exhibits. Among the workshops offered were 12 on how to integrate computers and interactive video into general basic skills programs, four on intergenerational literacy, and eight on the use of computers and video in workplace programs. What is significant about these facts is that they show an explosive interest in the use of computers for adult literacy since BCEL first highlighted the issue in its July 1985 newsletter feature

and then joined a small invitational conference of seven people later that year to plan the first national conference. At that time the primary goal was to get out the message that computers have a potentially powerful and vital role to play in extending basic skills services.

In the short time since then, a new sub-field in adult literacy has taken root, with People's Computer Company in California now functioning as the coordinating center for national activities in this area. Commercial vendors who earlier shied away from basic skills software development because of its presumed unprofitability are now in heavy competition with one another for the adult literacy market. Apple Computer, for example, today has a full-time person in charge of this market and a separate department devoted to adult literacy. Curriculum development and demonstration activities are in process or under development in several academic settings and elsewhere around the country. Literacy groups and a growing number of businesses are adopting or experimenting with the use of computers in their basic skills programs — both for instructional and management purposes. And the role of computers is explicitly recognized in some of the important new legislation being introduced in Congress.

In short, the computer literacy field has taken off. The question is, have the new developments made full use of what is known about the ingredients for effective instruction in different adult learning situations, and do we know enough about what those ingredients should be? According to the prevailing thinking at the Louisville conference, which echoes thoughts that others in the field have had for some time, there are serious misgivings about these matters. Among the many concerns expressed were these:

- **Too Much Too Soon.** The field is in its infancy at the same time that it is on a fast track. Vendors rather than educators are driving the system. They are hungry for direction, but literacy professionals have been slow to understand and communicate their students' needs.
- **Software.** Most of it is not very good. Much of it relies heavily on general drill and practice, which research shows to be inappropriate in many adult settings. Most of it also fails to recognize the importance of building programs that are context-specific and take into account the prior knowledge of adult learners.

• **Interactive Video.** The availability of this technology has increased dramatically, in the past year alone. Video is passive, computers interactive. When linked, they can provide a powerful combination of text, images, and sound, all easily manipulated. It is presently unclear, however, just how they should be linked and for what purposes. Moreover, those in the forefront of research stress that to be effective, the new technology should put students in direct control of their own learning, not simply extend the dictates of teachers. Yet many of the new systems rushing to market are duplicating the traditional classroom format.

• **Putting All Eggs In One Basket.** Many current literacy programs, both job-specific and general, are built exclusively in the computer mode. Military experience suggests that this is unwise, that whenever technology is used, it should be in conjunction with other teaching methods. There is still limited appreciation of this matter.

• **Workplace Literacy.** Many provider groups are not equipped to deal with workplace literacy programs, with or without the use of computers. In addition, the extent to which workplace programs should be generic in nature or customized to particular jobs and groups of jobs is still unclear.

• **Family Literacy.** The concept of family literacy is still new and even newer is consideration of how computers and related technology fit in. This is an area especially ripe for research. There is much talk about integrating technology into the curriculum, but often there is no curriculum, or where there is, curriculum developers are still finding their way. Among the topics in need of research is the question of how to design software that recognizes and responds to the separate roles of parents and children.

• **Research.** Too little research is being funded. The field is moving ahead without a solid base for understanding how best to build computer-assisted programs and for evaluating what is being done. ■

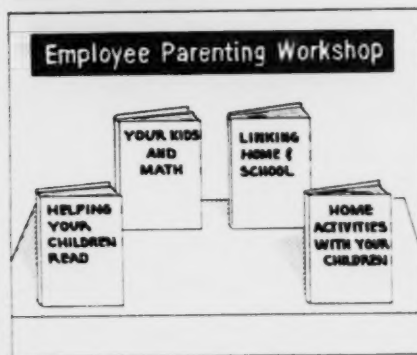
stitute is about to launch a project in which six of the companies will serve as pilot sites over the next two years.

The Institute has developed a curriculum kit of materials to train and advise parents, and to this end, scoured the country examining scores of parent programs offered by schools and community organizations, selecting and adapting from them the training materials and services most suitable for use in the workplace. The total kit at present includes programs in five curriculum areas: reading, math, science, use of television to develop children's thinking skills, and a parents' question-and-answer library. In each area, there are guides for training workshop leaders at the workplace, specific strategies for parents on how to become homework "consultants" to their kids, and tip sheets to help parents deal with the schools. The various company programs will take the form of workshops led by trained company staff, and given in places like the company cafeteria. The Institute's ongoing role, with funding from the MacArthur Foundation, will be to train the company trainers, develop training materials for their use and the use of parents, and provide other technical assistance as needed. The Institute will also help the companies develop posters, announcements, and other in-house ads to promote their programs. Sometime next year, the Institute will bring together the pilot companies, its national project advisory board, and other interested parties to consider the experience of the pilot programs and plan any necessary modifications and improvements. The long-range goal is to demonstrate successful approaches that can be adopted in workplaces throughout the country, simply by adding a parenting component to the many services already being provided through employer and union-sponsored employee assistance programs.

What would motivate employers to sponsor such programs? They have a double motive, according to Michael Rosow, vice president of the Work in America Institute. "Basically, it's a productivity issue. First, they have a direct interest in overcoming the educational deficits of young people who will ultimately apply for jobs. Second, they know that employees whose children have school-related problems are frequently absent from the job or distracted. A parent whose kid is failing can't concentrate on work."

(For more information contact Robert Zager, Vice President, Work in America Institute, 700 White Plains Road, Scarsdale, NY 10583, 914-472-9600.)

REACHING PARENTS ON THE JOB



According to a recent study by the National Association of Working Women, in 63 percent of all two-parent households with children under age 18, both parents work. This adds up, in absolute figures, to 26.4 million families. Moreover, single-parent families are on the rise and now comprise one-fourth of all families, double the percentage of a decade ago. Nearly half of all mothers with children under age six already work outside the home and, single or married, nearly two-thirds of all mothers with children under 18 are in the workforce. By the year 2000 it is projected that 80 percent of women in the 25-54 age category will be employed. Conservative estimates

indicate there are currently about 2.4 million children between the ages of five and thirteen who are unsupervised during some part of each day. These facts strongly suggest that parenting programs at the workplace have important potential for advancing the learning of children and their schooling. Indeed, this proposition is about to be tested in a project of the Work in America Institute, called "Linking Home and School Through the Workplace." The Institute is a nonprofit research and policy organization concerned with productivity and quality of work issues.

In May, the Institute held an invitational conference for representatives of some 30 business, union, government, foundation, and education organizations. Participants were told that "numerous successful programs have been developed by schools and community organizations to help parents make desirable changes in home and home-school relations. But their effects are too limited because most working parents, especially mothers, are unavailable during school hours or have too little time and energy to attend school-related programs at night." The companies present were invited to consider sponsoring programs at their worksites in which employees would receive training and counseling services on how to create a home environment conducive to their children's learning. Now, after several months of planning, the In-

LEGISLATIVE UPDATE



Since the first of the year, the 101st Congress has introduced an array of new bills that are presently in various stages of development and committee deliberation. If enacted with their major provisions intact, these bills will clearly establish adult literacy as a national priority. Most important among the bills are the following:

- **H.R. 3123** (Sawyer, August 3) — *The Adult Literacy and Employability Act of 1989*. The most comprehensive in scope, the bill closely parallels the recommendations of *JUMPSTART*. Literacy groups at all levels, and an increasing number of business leaders, are working actively to support it. Among many other provisions, the bill would create an infrastructure to support and enhance literacy services through a Federal Cabinet Council, an Assistant Secretary on Literacy, a National Center for Literacy, and State or Regional Resource Centers. To further strengthen state and local literacy coordination and planning, a State Coordination provision is included. Funds authorized for the Adult Education Act are doubled to \$400 million with a percentage earmarked for ESL services. A new matching grant program is created for investments in teacher training and developing the role and use of technology. Workforce literacy is addressed by redirecting JTPA to provide basic skills training and creating a national demonstration program via public-private partnerships. The House Committee on Education and Labor has jurisdiction over the bill and Congressman Hawkins has pledged the active support of his committee.

- **S. 1310** (Simon, July 13) — *The Comprehensive Illiteracy Elimination Act of 1989*. The bill would create a Federal Cabinet Council, an Office on Literacy, a National Center for Literacy, and State Resource Centers. Additional funds are authorized for the Adult Education Act with a percentage set aside for teacher training. A large section of the bill is devoted to expanding the role of the ACTION agency in the provision of literacy services, as well as encouraging the use of students as literacy volunteers. A new program is created to provide family literacy programs for parents with very young children. The Senate Subcommittee on Education, Arts, and Humanities has jurisdiction.

- **S. 543** (Simon, March 8) — *Job Training Partnership Act Youth Employment Amendments of 1989*. Major legislative efforts are underway to redirect the JTPA program so that it would have a heavier focus on basic skills training and the most disadvantaged adults and youth. The bill was developed by Senator Simon as a compromise

approach to plans earlier advanced by the Administration and the Department of Labor. The bill would eliminate the 8 percent set-aside for education and replace it with a new state-grant program for coordination and innovation. A number of new national program activities would be created as well. The goal of basic skills training would be to bring deficient youth and adults to eighth-grade-equivalency levels. In its current form, the bill does not place a significant new focus on workforce literacy. Senate vote is expected momentarily and the House is just beginning its deliberations on possible JTPA amendments.

- **H.R. 7** represents a major overhaul of the *Vocational Education Act* by mandating that academic and basic skills be integrated into vocational programs, eliminating the special population set-asides (except for a state program for sex equity and displaced homemakers) and redirecting the funds to broad program improvement state grants, by repealing the Adult Training and Retraining portion of the Act, and by creating new formulas to direct funding to the local level. H.R. 7 also creates a single state super council and the State Human Investment Council to replace five individual program advisory councils. A Senate version of the bill is expected shortly from the Subcommittee on Education, Arts, and Humanities, chaired by Claiborne Pell.

TOOLS OF THE TRADE

- 1 **Building A Quality Workforce**, a 61-page report from the Departments of Labor, Education, and Commerce, details the results of interviews with 134 large and small business leaders and 34 educators, business-school forums held in seven locations around the country, and a review of current research on economic and labor force trends. Finding that "employers are practically unanimous in their concern that competencies of entry-level workers are deficient," the report concludes that school reform partnerships in collaboration with other community groups are needed. It gives specific suggestions for forms of involvement. Free copies available from the Office of Public Affairs, Employment and Training Administration, U.S. Department of Labor, 200 Constitution Avenue, NW, Room S-2307, Washington, DC 20210 (202) 523-6871.

- 2 **Enhancing Literacy for Jobs and Productivity: Academy Final Report** is a new 112-page report from the Council of State Policy & Planning Agencies (CSPA). It describes efforts by nine states — Florida, Idaho, Massachusetts, Michigan, Missouri, North Carolina, Tennessee, Utah, and Virginia — to plan and create effective literacy services with guidance from CSPA's State Policy Academy. In each state, teams drawn from the public and private sectors worked with CSPA to develop and implement state-specific policies and two-year action plans. The report details the wide-ranging activities and outcomes of each state effort, and analyzes the overall experience to produce guidelines, ideas, and sound principles for planners in other states. Copies are \$6 from Council of State Policy & Planning Agencies, 400 North Capitol Street, Suite 285, Washington, DC 20001 (202) 624-5386.

- 3 **Radio and Television: Community Resources for Job and Economic Development** is a new publication from the Broadcast Industry Council to Improve American Productivity. It describes research and pilot projects undertaken by the Council

to explore methods for using radio and television to reach and motivate displaced and vulnerable workers and bring them into existing training programs. A limited number of copies are available free from the Broadcast Industry Council, 1771 N Street, NW, Washington, DC 20036 (202) 429-5330.

- 4 A new biweekly newsletter from Business Publishers, Inc., **Report on Literacy Programs**, covers government and business activities in workplace literacy. Articles focus on literacy programs, legislation, funding, and resources. Subscriptions are \$165 per year. Order from Report on Literacy Programs, 951 Pershing Drive, Silver Spring, MD 20910 (301) 587-6300.

- 5 **Training America: Strategies for the Nation** is a highly significant new report on a joint project recently completed by the National Center on Education and the Economy and the American Society for Training and Development. Written by ASTD staffers Anthony Carnevale and Janet Johnston, the report analyzes in depth the job training programs offered by schools, vocational and technical institutes, colleges, the military, apprenticeship programs, employers, public agencies, and others making up the U.S. job training system. The report begins with a discussion of the relationship between human resource development, the earnings of individuals, and the productivity of institutions. It then analyzes how people, especially young adults, are prepared for work by public and private institutions outside the workplace and how learning is either provided or paid for by employers and employees once people are on the job. Comparisons are made with the often more productive systems of nine other developed countries, including Great Britain, Canada, West Germany, Norway, and Japan. One major section analyzes the effectiveness of America's "Second-Chance System," including the Job Training Partnership Act and other public job training programs for economically-disadvantaged persons, welfare recipients, and dislocated workers. Some 38 recommendations are made for reshaping the current national delivery system. The report concludes that fundamental changes must be made if the nation's changing workforce and workplace needs are to be met. It states that "to build the job-related learning system it needs, the United States will have to use both supply-side strategies to improve the quality of learning inside and outside the workplace and demand-side strategies to encourage individuals and employers to invest in human capital development." Available for \$25 to nonmembers and \$20 to members from Ted Lewis, American Society for Training and Development, 1630 Duke Street, Box 1443, Alexandria, VA 22313 (703) 683-8100. [Note: A companion booklet, "Training America: Learning To Work for the 21st Century," summarizes the major conclusions and is available at no charge for a single copy.]

And Highlighting...

- 6 **New Words Digest** is a new quarterly magazine designed for adults with limited reading skills. It features articles on practical subjects relating to work and career planning, family life, health and nutrition, and consumer information, as well as sports, hobbies, recipes, and word puzzles. For example, the Fall 1989 issue contains articles about stress, consumer fraud, changes in family structure, and working with computers. The magazine provides motivation for writing by encourag-

ing letters and contributions from its readers. The reading level ranges from 4th to 8th grade. Words above eighth-grade level are printed in boldface type and used repeatedly as reinforcement. A "New Words" column defines words essential to understanding the articles and illustrates their use. The publication has designed a sponsorship plan to enroll new readers and encourage participation by businesses. Under the plan, a sponsoring business is asked to buy one or more subscriptions that will be sent free of charge through a literacy program to a reader who would benefit from the magazine. The publisher would like to see the *Digest* become regular reading matter in dentists' and doctors' waiting rooms and elsewhere where people go for services. For sample copies or more information contact Laurie Penner, Editor, New Words Digest, PO Box 6276, Bakersfield, CA 93386 (805) 366-1412.

CORPORATE LITERACY ACTION

UPS Announces Major Grant Program

United Parcel Service (UPS), the world's largest package delivery company, has just announced \$2.25 million in grants to help expand and strengthen the adult literacy activities of three national organizations over the next three years. U.S. Basics and United Way of America, both based in Alexandria, Virginia, will receive \$800,000 and \$700,000 respectively. The Manpower Development Research Corporation (MDRC) in New York will get \$750,000. U.S. Basics provides ESL, basic skills, and high-school-equivalency instruction through a national network of learning centers. It uses a multi-media approach and instruction is highly individualized and self-paced. The grant funds will support ESL activities in 20 of the learning centers. The United Way of America, in partnership with UPS, will use its grant for the national challenge grant component of its overall literacy campaign. Six adult literacy programs with local United Way involvement will be developed as national models, with a 2:1 funding match from local sources required. MDRC, which operates a range of services to help disadvantaged adults become self-sufficient and get off welfare, will use its funds to support the literacy portion of Project New Chance, a program designed to provide parenting skills, job training, health care, and basic skills to unwed teen mothers. "Each grant focuses on a specific targeted aspect of adult literacy," observes Suzanne Coyne of UPS. "We are very enthusiastic that the scope and diversity of the total program will make a difference

nationally and bring fruitful results." For more information contact Suzanne Coyne, UPS Foundation, Greenwich Office Park 5, Greenwich, CT 06831 (203) 862-6287.

Textile Industry Effort Unfolding

In June, at the American Textile Manufacturers annual conference in Orlando, Florida, Harold McGraw, Jr. of BCEL addressed some 300 top industry executives on the subject of workplace literacy, the first official industry-wide foray into this field. Later that same month, some 100 plant managers, personnel supervisors, and training directors from around the country convened in Charlotte, North Carolina for an all-day workshop to explore what textile companies can do in literacy and what resources are available both within the industry and in the educational community. Both events were sponsored by the American Textile Manufacturers Institute (ATMI), the major trade association for the industry and its 700,000 employees. ATMI recently announced plans to develop a basic skills and education renewal program for the industry in cooperation with several ATMI-member companies and a team of education professionals drawn from several community colleges and technical schools in the Southeast. The heart of this effort will be to identify exemplary workplace programs and activities, and, through an ongoing clearinghouse operation, provide information about them to textile plants throughout the country. "Our industry has changed dramatically over the last decade," comments Jim Morrissey, director of communications at ATMI. "More complicated procedures, new machinery, complex computers — all these innovations require better basic skills if the workers want to keep their jobs and the industry wants to stay competitive. Many textile firms recognize this already and have started doing something about it. Others need to be made more aware and to be given some tools with which to consider and implement programs. ATMI's new initiative will help meet this need." For more information contact Jim Morrissey, ATMI, 1801 K Street, NW, Washington, DC 20006 (202) 862-0500.

Helping Supervisors At Levi Strauss

In El Paso, Levi Strauss & Company got involved in adult literacy two years ago when its Foundation gave a \$45,000 grant to El Paso Community College to help establish its Literacy Center. Soon after, in a project funded by the Texas Higher Education Coordinating Board, Strauss became

one of eight sites for the College's 12-week basic skills series offered on closed-circuit television. Because the collaboration was successful, the company is now paying the College to operate an eight-week job-related ESL program for supervisors in one of its local garment-assembly plants. The company feels that many of its Mexican-born supervisors need stronger English language skills to understand the new technologies being introduced in the plant and to participate fully in training courses. The curriculum, which is both job-specific and general, is based on an assessment of the supervisors' reading and verbal communications needs. The closed-circuit television approach first used has been converted to videotape so that instruction can be geared to varied work schedules in the plant. According to the College, Strauss sees the program as having a positive impact on workplace productivity and safety and the workers' personal growth and morale. The College is now expanding its workplace program to J&J Register and other corporate sites. For more information contact Carol Clymer, Literacy Center, El Paso Community College, PO Box 20500, El Paso, TX 79998 (915) 534-4159.

Upgrading Skills In Graphics Arts

The last issue of the BCEL Newsletter reported on the industry-wide basic skills survey being conducted by the National Association of Printers and Lithographers. NAPL was then considering specific ways to bolster the basic skills of the industry's workforce based on the survey results. Now, working together with Cox Educational Services, a leading technical-assistance workforce literacy organization based in Dallas, NAPL is implementing a comprehensive national workplace skills training effort, called The NAPL WorkPLACE Program. (WorkPLACE stands for Work-related Print Learning And Career Enhancement.) Employees currently working in pressrooms, binderies, pre-press facilities, and materials handling areas will be the target of the program. Cox will design a job-specific curriculum based on its in-depth assessment of what employees need and what skills their jobs actually require. Curriculum will also be developed to promote career advancement within the industry. Over the next 10 months, four graphic art and printing companies from different parts of the country will participate as technical advisors and sites for program testing and implementation. The group met last month

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CORPORATE LITERACY ACTION

(Cont'd from p. 9)

in Dallas for two days of planning with Cox and NAPL personnel. NAPL expects to have a fully-tested program available to its 3,700 industry members in the U.S. and Canada by the fall of 1990. The final program will include teachers' manuals and study components in communications, math, problem-solving, and print technology as well as a program guide and employee assessment tools for managers. According to NAPL Chairman Gerald Harris, Cox Educational Services was chosen to play the program assessment and design role in this initiative because one of the Cox principals, Linda Stoker, was the main architect of the Polaroid Functional Skills Program, an exemplary workplace program with an established track record that goes back more than 20 years. For more information contact Rhona Bronson, NAPL, 780 Palisade Avenue, Teaneck, NJ 07666 (201) 342-0707.

New York Times To Hold Literacy Forum

On December 5, the New York Times Company will hold its fifth annual Presidents Forum at the Pierre Hotel in New York City. The invited audience will consist of some 200 leaders of higher education and a sampling of government and business leaders. Each year the Times Forum focuses on an issue of overriding importance to the nation. This year's theme will be "A More Literate America: Have We Lost the War?" Vartan Gregorian, new president of Brown University, will be the keynote speaker. Half of the day will be devoted to considering "cultural literacy," and involve a debate between E.D. Hirsch and Henry Gates of Cornell University. The other half will focus on functional illiteracy, with an emphasis on workforce issues and the role and potential of colleges in this problem area. Harold McGraw, Jr. of BCEL will be among the key speakers. Fred Hechinger, president of the New York Times Company Foundation, will moderate the event. As in past years, the Times will publish highlights of the Forum in a booklet that will be distributed nationally. For more information contact William Adler, Manager, Corporate Relations, The New York Times Company, 229 West 43rd Street, New York, NY 10036 (212) 556-7077.

Binding Industries Build Awareness

The Binding Industries of America (BIA), a division of Printing Industries of America,

is a worldwide trade association representing some 350 trade binderies and loose leaf manufacturers in the U.S. and Canada. More than a year ago, BIA began to shape an industry-wide role in adult literacy, aiming primarily to get its members involved in promoting awareness of local literacy activities. Among other things, it has encouraged local groups to talk with civic groups and to visit local print and broadcast media to persuade them to cover literacy. It has assisted the process by developing and supplying free information packets and visual aids. BIA was also one of several national groups that provided in-kind support to last fall's National Literacy Honors Dinner in Washington. BIA recently produced a series of five awareness posters (one shown below) which have been distributed at no charge for display in member plants. The posters are being sold to outside groups for \$39.95 a set (Chrysler Corporation has already bought 100 sets). In addition, BIA has developed a videotape discussing the illiteracy problem and suggesting avenues of help for adult non-readers. The tape, available to outside groups for \$20, is being distributed cost-free to member companies. To order the posters or a composite photo of the set, or to acquire the videotape, contact Jim Niesen, BIA, 70 East Lake Street, Chicago, IL 60601 (312) 372-7606.

ABCDEFGHIJ 此刊/版地中漢
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TO 27 MILLION AMERICANS
BOTH OF THESE ARE
A FOREIGN LANGUAGE

ANPA Showcases Newspaper Projects

The American Newspaper Publishers Association and its foundation have been active in the adult literacy effort for several years. In her address at ANPA's 103rd Annual Convention in April, First Lady Barbara Bush applauded the industry's commitment and urged a strong, continued involvement. ANPA estimates that more than 300 newspapers around the country are now operating

some kind of literacy program, and its recent "Showcase of Newspaper Adult Literacy Projects" catalogs 138 of them. This publication, together with one called "Newspapers and Literacy," suggests and illustrates varied forms of involvement for newspaper groups just now getting into the field. The two publications are available at no cost from the ANPA Foundation, The Newspaper Center, 11600 Sunrise Valley Drive, Reston, VA 22091 (703) 648-1251.

Federal Express Examines Worker Skills

At Federal Express headquarters in Memphis, a Workforce 2000 Task Force has just been formed to look at the emerging basic skills needs of the company's workforce. Package handlers and delivery personnel are two groups of employees thought to be in need of skills upgrading. Along with other technology advances in the industry, deliverers are now required to use hand-held computers to record information about each delivery and feed it into satellite communications equipment in their trucks. Handlers are expected to interpret delivery codes and file incident reports. For more information contact Barbara Ashcroft, Human Resource Analyst, Federal Express, Box 727, Department 8424, Memphis, TN 38194.

Second Careers For IBM Retirees

In October 1988, IBM launched a new "work-flexibility" program for its nearly 230,000 employees nationwide. One element of the program gives retiring employees a chance for a second career using their skills and knowledge to help community-service organizations. Any retirees who secure full-time jobs with a community group addressing illiteracy, substance abuse, unemployment, AIDS, or affirmative action, receive a portion of their IBM salary each year for two years along with their normal retirement benefits. According to an official of the company, several dozen retirees have already entered the program, with a large number of them moving into the literacy field. For more information contact James Smith, IBM, 2000 Purchase Street, Purchase, NY 10577 (914) 697-6626.

Honeywell's Ethnographic Approach

Four years ago, the manufacturing division of Honeywell, Inc. in Phoenix, Arizona joined with Gateway Community College, a division of Maricopa County Community College District, to develop what both have since concluded was a highly successful employee basic skills program. The literacy

requirements of jobs were assessed as well as the literacy skills and needs of the largely-immigrant workforce. A pilot program was then implemented on-site with employees given released time three days a week for an hour and a half a time to attend class. In workshops offered by the College, Honeywell managers were given techniques in how to adjust to workers with low skills and how to share responsibility for the workers' basic skills education. College staff designed the actual curriculum and did the teaching. Unique about the program is the College's approach to curriculum development. Staff trained in linguistics and ethnographic research began by studying how

the employees actually used written and oral communications in meetings, in their individual jobs, and in real-life social situations. Data was gathered by observing workers and through videotaped interviews with them. These tapes were later used not only to identify topics for instruction but to provide a base-line record of workers' communications skills before instruction got underway. Situations showing the use of written and oral skills were simulated and also taped, and some 20 such vignettes became focal points for class discussion as a regular part of the comprehensive basic skills and ESL curriculum. The pilot phase of the Honeywell-Gateway program was

funded publicly, by the Fund for the Improvement of Postsecondary Education, but once established the company picked up the full cost. A year ago, the manufacturing division was merged into a multinational company known as Bull H.N. Since then Gateway College has extended its approach to ESL instruction for Asian engineers at Bull H.N., with services now ranging from the basic skills to professional courses. For more information contact Nancy Siefer, Gateway Community College, 108 North 40th Street, Phoenix, AZ 85034 (602) 392-5050. ■

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND CONTRIBUTIONS

American Express Company, BankAmerica Foundation, Chevron USA, Clorox Company Foundation, National Starch & Chemical Corporation, Pacific Gas & Electric, Wells Fargo Bank, and Xerox Foundation have made recent grants to LVA-California.

Apple Computer, Inc. and LVA-New York State are testing a new telecommunications software package to improve program record-keeping and communication among affiliates. **Apple Computer, Chemtech Industries, Claris Corporation, Forsythe Computers, The Gannett Foundation, and Southwestern Bell Telephone** have donated funds and computer equipment to LIFT-Missouri, that state's literacy planning body.

ARCO has for two years funded the Literacy Roundtable, a literacy issues forum run by the American Language Institute at the University of Southern California.

The Arkansas Democrat, Arkansas Louisiana Gas Company, Arkansas Power & Light Company, ALLTEL, The Gannett Foundation, IBM, The Offenheimer Brothers Foundation, The Rebsamen Fund, Southwestern Bell Telephone, and The Winthrop Rockefeller Foundation have covered over one quarter of the operating expenses of the Literacy Council of Pulaski County in Little Rock, AR since 1987. **Apple Computer** has donated desktop publishing equipment. **ALLTEL, Arkansas Louisiana Gas Company, Arkansas Power & Light Company, and Southwestern Bell** have also provided printing and other in-kind support. Demand for Council services has more than quadrupled in recent years.

Bell of Pennsylvania made a challenge grant of \$10,000 to the Pittsburgh Literacy Initiative to support production of a video, "In Our Own Words," in which adult learners expressed their views on the value of literacy. **IOS Financial Services, American Express Foundation** and the **Duquesne Light Company** provided funding and in-kind help to the project.

The Boston Globe Foundation has given \$20,000 to the Massachusetts Coalition for Adult Literacy to help cover its operating expenses.

CIGNA Corporation and **The Reader's Digest Foundation** underwrote the cost of producing "Reading with Children," a parent-child reading program developed by Literacy Volunteers of America. **Reader's Digest** has also supported LVA's development of "Tutoring Small Groups," a handbook for tutors interested in moving beyond the one-to-one tutoring format.

Since 1987, the **Chesterfield Trim Plant**, a division of Ford Motor, has donated over \$6,000 to the Macomb Literacy Project in Mount Clemens, MI. The Plant has also produced an awareness video for the program, provided a tutor-training site, and had an industrial relations officer serve on the program's board.

Consolidated Edison featured workplace literacy as the theme of one of the "Edison Edition" in-house video shows aired to employees in company facilities around New York City in September. The program explained how employees might sign up for basic skills services and had the additional aim of educating management and the union about the issue.

Delco Remy employee Ed Castor, a former student in Madison County (IN) literacy programs, has attended the two National Student Congresses as Indiana's representative with travel costs covered by the company and the United Auto Workers.

The Donnelley Directory, The Earle Palmer Brown & Spiro Marketing Communication Company, Packard Press, Comcast Cablevision, Greater Media Cable, and Wade Cablevision provided financial and in-kind help to include tutor-recruitment messages in mailings to 200,000 cable TV users in Philadelphia.

Family Circle and **The Council for Periodical Distributors Associations** continue their "Leaders of Readers" recognition awards program. The program is now in its third year, issuing \$100,000 in awards annually to 70 outstanding reading programs across the U.S. and Canada. New sponsors for the program include the **W.K. Kellogg Foundation, The New York Times Company Foundation, Time Distribution Services, New American Library/E.P. Dutton, and Pizza Hut, Inc.**

The Gallery at Market East shopping mall hosted "Rediscovery," in May, an event to generate funds, awareness, and new tutors and students for Philadelphia's Center for Literacy. Events included a book auction, raffles, selling slices of a 250-pound chocolate chip cookie baked by the **Great American Chocolate Chip Cookie Company**, radio coverage, and a Cut-A-Thon for Literacy at the **Hair Cuttery** salon. CFL operates a learning center in the mall. **Philadelphia Magazine** co-sponsored "Rediscovery" and at the same time sponsored a "Best of Philly Comic Contest" at the **Funny Bones Comedy Club**, raising over \$500 for CFL.

Hart Graphics printed nearly 5,000 copies of a brochure to increase awareness of literacy among businesses in the Austin, TX area. Company president David Hart also serves on the board of the Travis County Adult Literacy Council. The Council has received financial and in-kind help from the **HEB Grocery Chain, Lockheed, Bookstop, KVUE-TV**, and some thirty other companies.

The Hawaii Publishers Association has designated literacy its primary community service issue for this year. The Association is working with the Governor's Council for Literacy to host corporate awareness luncheons.

The Honeywell Foundation, Carver-Scott Cooperative, Fingerhut Corporation, Minnetonka Labs, Inc., Process Displays Company, The Spectrum Companies, and U.S. West co-funded the first statewide conference of Minnesota's volunteer literacy organizations in April.

In July, **IBM, Sheraton Makaha Hotel, Coca Cola Bottling Company, Dollar Rent-A-Car, Hawaiian Graphics, and Chevron Hawaii** underwrote a "Read - Avoid Extinction" literacy-awareness mural painted by Cartoonists Across America at the Waianae Mall Shopping Center on Oahu.

The Illinois Bar Association held an April symposium on "Educating Incarcerated Juveniles and Adults for Literacy and Life." Attorneys and social service and education professionals discussed the relationship between illiteracy and crime and focused on effective correctional education responses.

Indiana Bell has granted \$10,000 to produce the "Learn-to-Read" instructional series for airing on public television in Muncie, IN. Accompanying workbooks are distributed free of charge in 38 local **Hook's Drug Stores**.

The International Association of Business Communicators adopted literacy as a major community service activity last May. A special project team, **Communicators for Literacy Action**, has been developing a guidebook to explain how the Association's 11,000 members can get involved in local literacy efforts.

At its recent annual convention, **The International Circulation Managers Association** included a session on how its membership can get involved in literacy.

Long John Silver's restaurant sponsored a fundraising party this month on a replica of the HMS Bounty moored in New York harbor. Proceeds went to the four local literacy programs submitting the best descriptions of how they would spend the award.

Medford Savings Bank and the **Shawmut Charitable Foundation** have paid for scholarships for students in the adult high-school-diploma program operated by the Continuing Education Institute in Boston. The Institute holds these classes at the **Bank of New England** facility in Malden, MA.

The Montgomery Advertiser/Alabama Journal co-hosted the Alabama Literacy Coalition's statewide conference in April. The training director of the **Alabama Power Company** spoke on the need for a comprehensive state literacy plan including creation of a state literacy foundation.

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WHAT OTHER COMPANIES ARE DOING

(Cont'd from p. 11)

The National Broadcasting Company and the Library of Congress have developed a new reading promotion campaign titled "The More You Read, The More You Know." NBC affiliates are airing PSAs in which NBC stars urge viewers to enrich their lives by reading.

The NYNEX Foundation funded *Playing to Win*, a computer education center in East Harlem, to develop "Templates for Literacy," a guidebook for learner-centered uses of computers in adult literacy instruction.

The Orlando Sentinel editorial staff donate their used dictionaries to the city's Adult Literacy League for use by adult learners. This summer the Sentinel also joined with **AMC Theatres of Central Florida** to present Saturday morning family film festivals in six AMC Theatres. The festivals promoted interest in family reading and raised funds for the Sentinel's "Reading Roundup," which provides books to fifth graders in the area.

The Pensacola News Journal recently sponsored a "Scramble for Literacy" golf tournament to raise funds and awareness for local literacy programs. The paper also encourages all employees to help these programs by tutoring or by performing clerical or other necessary tasks.

Price-Chopper earlier this year donated five cents to LVA-Schenectady, NY for each UPC symbol redeemed from the supermarket's brand of products.

Rich's Stores provides space in the company's downtown and shopping mall stores in Atlanta for literacy classes operated by Literacy Action, Inc. Rich's president, Winfrey Smith, also serves on Literacy Action's board.

The Seattle Times sponsored the Third Annual Corporate Bee for Literacy run by Washington Literacy in May. Eleven corporate teams competed to raise funds and awareness for literacy. The teams from **Safeco**, **Boeing**, and **U.S. West** came in first, second, and third, respectively. **U.S. West** and **SeaFirst** are represented on the newly-formed Southwest Seattle Literacy Coalition.

Shakey's Pizza and **Pioneer Laser Entertainment** hosted a series of singing contests in July in ten Shakey's franchises in southern California. Proceeds from the events went to California Literacy.

The Shreveport Times has since early 1988 operated a literacy hotline for adults in northern Louisiana seeking literacy services. Many callers are friends and relatives of low-level readers who call in response to literacy PSAs run in the newspaper.

United Jersey Bank raised money for LVA-New Jersey at a tennis meet in August which featured Steffi Graf, Pam Shriver, and other tennis greats. The meet was part of the **Virginia Slims** tournament series.

The Washington State Labor Council has sent a brochure titled "Workforce Literacy: The Role of Organized Labor" to 1,500 labor contacts in the state. The brochure was developed by the Washington Coalition for Adult Literacy with **Gannett Foundation** funding.

Wisconsin Gas, **Wisconsin Electric**, and **Wisconsin Bell Telephone** have worked with the Greater Milwaukee Literacy Coalition to develop a universal symbol for use when a customer's service is about to be discontinued.

EMPLOYEE BASIC SKILLS PROGRAMS

Alaska Commercial Company is giving release time to employees wishing to participate as learners or tutors in local literacy programs.

Alcoa makes a literacy instruction video, "I Want To Read," available to employees in its Davenport, IA plant.

The Alpha Wire Company and the **United Auto Workers** operate an ESL program for immigrant employees in the company's Elizabeth, NJ plant.

Avery Farms, Inc., **Fleetwood Corporation**, **Klausner Corporation**, and **Perdue, Inc.** provide ESL education to their immigrant workers in cooperation with various North Carolina community colleges.

Beloit Corporation, **Colt Industries**, **Navistar**, **J.I. Case**, **American Brass**, **Weyerhaeuser**, **Ore-Ida Foods**, **Schreiber Foods**, **Joerns Sunrise Medical**, **Briggs & Stratton**, and the **Milwaukee Enterprise Center** provide basic skills training to their employees in a program administered by the state Vocational, Technical, and Adult Education Board, **AFL-CIO**, and **Wisconsin Manufacturers and Commerce**. Other Wisconsin companies running workplace programs include **Motor Casting**, **Miller Compressing**, and **Centrifugal**.

Belvedere Corporation provides release time, facilities, and instructional materials for an employee basic skills program in its Indiana car-window manufacturing plant.

Digital Equipment Company operates an employee basic skills program in its Westminister, MA plant in collaboration with Mount Wachusett Community College.

Menasha Corporation, **Mt. Pleasant Manufacturing**, **Shippers Paper Products**, and **Stauffer Chemical Company** participate in a workplace literacy project run by the Maury County (TN) school system with funding from the U.S. Department of Education.

Sheraton Society Hill Hotel built a training room where staff from the Community College of Philadelphia offered basic skills and other educational programs to hotel employees this summer. Costs were covered by Sheraton. In Hawaii, Sheraton Hotels and the University of Hawaii's College of Education are operating a basic skills program for the company's primarily-immigrant housekeeping and food-service staff. Sheraton also hosted a workplace literacy breakfast for business leaders at its Waikiki hotel in July.

Wrangler works with local Adult Basic Education staff to provide basic skills instruction to employees in its Arab, AL plant.

The Business Council for Effective Literacy, founded in 1983, is a national foundation with public charity status under section 501(c)(3) of the IRS code. BCEL serves as a catalyst between the business and literacy communities and works to promote good practice and public policy. BCEL's work is carried out largely through a varied publications and technical assistance program.

Available From BCEL: BCEL's publications list, which usually fills the back page of each Newsletter, was dropped from this issue to accommodate other material. For a listing of material currently available, as well as prices and ordering instructions, see p. 12 of the July 1989 Newsletter, or phone 212-512-2466.

Business Council for Effective Literacy
1221 Avenue of the Americas—35th Floor
New York, N. Y. 10020 (212) 512-2415/2412

STANDARDIZED TESTS: Their Use & Misuse



Say "test" to nearly anyone — student, teacher, administrator — and the face clouds over. Beyond the simple fact that testing by its very nature tends to intimidate, there is good reason for this reaction. Indeed, in recent years the entire subject of testing and assessment has come into intense scrutiny at all levels of education from the lower schools on up. In adult literacy the issue has assumed particular relevance.

In April 1988 Congress enacted legislation which for the first time calls for using standardized tests to evaluate ABE and ESL programs funded under the Adult Education Act. The Adult Education Amendments of 1988 (Public Law 100-97) and the implementing regulations of the U.S. Department of Education (August 1989) require that the results of standardized tests be used as one indicator of program effectiveness.*

For the adult education and literacy community this new mandate brings special urgency to what was already a matter of growing concern: the use and misuse of standardized tests.

From the sheer volume of standardized test-giving, it would appear that we are a nation obsessed. For example, a study by the National Center for Fair and Open Testing estimates that U.S. public schools administered 105 million standardized tests during the 1986-87 school year alone. This included more than 55 million tests of achievement, competency, and basic skills which were administered to fulfill local and state mandates, some 30-40 million tests in compensatory and special education programs, two million tests to screen kindergarten and pre-kindergarten students, and 6-7 million additional tests for

*Note to service providers: The new federal regulations stipulate that at least a third of local programs which apply for state ABE funding must be evaluated through the use of standardized tests. Thus, two-thirds of the programs can opt not to use standardized tests. Programs are advised to sort the matter out with their respective state ABE directors. To assist program managers, the Division of Adult Education and Literacy of the U.S. Department of Education is currently preparing a report on testing and assessment in adult basic skills and English-as-a-Second-Language programs. The report will be available early in 1990.

the GED program, the National Assessment of Educational Progress, and the admissions requirements of various colleges and secondary schools.

A major reason that standardized tests have come into such pervasive use is that they are relatively easy to administer on a wide scale, no small matter when dealing with a large population. Moreover, they are viewed by their advocates as scientific measuring instruments that yield reliable and objective quantitative data on the achievement, abilities, and skills of students, data that are free from the vagaries of judgment by individual teachers. Because the tests and the conditions under which they are administered are (theoretically) constant, except for the skill being tested, they are thought to be useful for comparing a person's ability from one time to another, as in pre- and post-testing. By the same token they are viewed as useful for evaluating program effectiveness — and by extension as a tool for improving educational quality.

However, as standardized tests have come into sweeping use throughout education and employment, so have complaints about them and challenges to their validity. They have been the subject of criticism in congressional hearings and state legislatures, and are increasingly the subject of lawsuits in state and federal courts.

Not surprisingly, when the new federal requirements for standardized testing in ABE and ESL were set forth this past August, it was over the objections and protest of many members of the adult basic education community. [Note: See the Federal Register, August 18, 1989.]

The reasons are compelling. Assessment in adult literacy is a central issue with high stakes. The authority vested in these tests can determine the way programs are developed, what is taught, and the climate of teaching and learning. It shapes legislation and the funding policies of public and private agencies. It is tied to welfare eligibility for young parents. It drives government job training programs. It can deny entry into the military, or crucial access to a diploma or a job.

The growing concern of literacy service practitioners, theorists, and test designers, among others

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BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

As this issue of the BCEL Newsletter goes to press, our nation is entering a new decade, and with the easing of international tensions the 1990s should provide many new opportunities to meet our domestic challenges. Among our highest priorities is adult illiteracy in both its general and workforce aspects. It is indeed encouraging that the administration, Congress, and the states are showing more and more understanding of literacy's priority need as well as a steadily growing resolve to provide the resources and programs required to meet that need.

Of special importance at this juncture are the landmark adult literacy legislative bills introduced in Congress by Senator Paul Simon and Representative Tom Sawyer. BCEL will continue to do all that it can in the coming months to help move these bills forward to a speedy and appropriate resolution. To this end, I again urge business leaders to take a more active role in speaking out on literacy both in Washington and in your state capitols.

The new federal bills, if enacted with their major provisions intact, will result in significant increases in public funding for literacy, especially workplace literacy. The business community is an essential partner in what must be a cooperative national effort — and now even more as we begin to see real progress. Your voices can be greatly strengthened if backed up by increases in your own grants and in-kind support to literacy groups in the field, including BCEL. Your extra push is vitally needed and will have an enormous payoff for our country and for business.

Finally, we face many substantive problems as we work to make literacy programs more instructionally effective and cost efficient. Our feature article is devoted to one such problem, testing and assessment, and we hope it will stimulate policymakers and program developers alike to a deeper consideration of the issues it raises.

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NEWS IN BRIEF

Federal Education Appointments

Betsy Brand, former Acting Director of Adult Education and Deputy Assistant Secretary, has been confirmed Assistant Secretary for Vocational and Adult Education at the U.S. Department of Education, reporting to Under Secretary Ted Sanders. Joan Seamon has been appointed Director of the Division of Adult Education and Literacy (DAEL), formerly called the Division of Adult Education. Ms. Seamon was for many years director of the exemplary Illinois state literacy effort based in the Office of the Illinois Secretary of State. Mary Hanrahan is Deputy Director of DAEL.

Beating The Odds In Deep East Texas

People with a criminal record and poor educational background have a double handicap in finding jobs. In Nacogdoches and Shelby Counties in Deep East Texas, for example, some 56 percent of the area's more than 2,000 parolees and probationers do not have full-time employment, and nearly half do not have a high school diploma. In addition, many of the region's welfare recipients, some with criminal records also, have reading levels below 5th grade and are not eligible for welfare education programs. Last January Stephen F. Austin State University in Nacogdoches started a Job Readiness Program to help these people improve their job prospects. The effort is funded by the Deep East Texas Council of Governments and the Deep East Texas Private Industry Council under the Job Training Partnership Act. Operating at two sites, one in each county, the program aims to move people from total illiteracy through high school completion. It gives instruction in basic skills and math as well as computer training, job readiness and search skills help, and counseling. University students are hired to work as tutors under the supervision of the director. To be admitted to the program, applicants must prove they are responsible and motivated — by producing proof of a permanent residence, for example, and a birth certificate and social security number. So far 150 people have been enrolled. While this may seem a small number, Bruce Payette, who was instrumental in designing the program and served as its first director, points out that because this population is extremely high-risk, priority is given to careful selection and motivation



Class in Job Readiness Program of Stephen F. Austin State University in Texas

rather than to a high volume of learners. For more information contact Kathleen Weigel, Director, Job Readiness Program, Department of Counseling, Stephen F. Austin University, PO Box 13019, SFA Station, Nacogdoches, TX 75962 (409) 568-2906.

ABC Plans White House Literacy Honors

A second National Literacy Honors event is being planned by ABC Television in connection with its ongoing PLUS campaign and in consultation with the National Coalition for Literacy. This year's celebration will be held in the East Room of the White House on Sunday, February 11. Celebrities and other invited guests of the President and First Lady will join in honoring adult learners, teachers, and leaders. On another front, ABC is also developing a fourth national public service campaign focused on "literacy and the workforce," to be launched in April. For more information on these activities contact Office of Corporate Initiatives, Capital Cities/ABC, 77 West 66th Street, 18th Floor, New York, NY 10023 (212) 456-7079.

Virginia Marshals Business Support

Under the leadership of First Lady Jeannie Baliles, Virginia has made major advances in developing public and private sector support for adult literacy in the state. Within the past two years, annual state ABE funding has risen from \$20,000 to \$2.1 million, and the Virginia Literacy Foundation has raised more than \$3 million from more than 230 businesses for a permanently endowed grant fund. The Foundation will give out

from \$150-200,000 each year in grants of up to \$5,000 each. The organization is also providing staff training and curriculum development services to local programs around the state. Last year Mrs. Baliles' leadership was recognized by the creation of the "Jeannie Baliles Awards" program, set up to recognize outstanding leaders in the state's literacy movement.

Full-Time Staff Declines In ABE

In a trend that many literacy analysts find alarming, volunteer and part-time staff in 1988 made up 92 percent of all teachers, administrators, and paraprofessionals working in state-administered ABE programs funded under the federal Adult Basic Education Act. This is up from 68 percent in 1980. Full-time paid personnel declined from 32 percent of the total ABE workforce in 1980 to 8 percent, while volunteers increased by 186 percent and part-time personnel by 87 percent.

Adult Literacy & Technology Conference Scheduled For July

Under the sponsorship of Applied Learning International, the fourth Adult Literacy and Technology Conference, this year on an international basis, will be held in St. Paul, Minnesota from July 18-21. Some 1,000 participants are expected to attend. To receive information about this conference or to consider preparing a paper for it contact Cheryl Zaccardi, Conference Planner, c/o St. Paul School District, 740 York Avenue, St. Paul, MN 55106 (612) 290-8330.

Examining Workforce Needs in California

The California Workforce Literacy Task Force was created recently by the state legislature and charged with studying workforce basic skills needs in the state and proposing a comprehensive plan by early 1991 to address them. Tom Sticht, president of Applied Behavioral and Cognitive Sciences in San Diego and one of the nation's foremost experts in intergenerational and workforce literacy, is heading up the 16-member Task Force. One Task Force subcommittee will assess the gap between literacy demands of jobs in the state and basic skills possessed by the workforce. Another will examine the entire state system for schooling and adult education, currently a \$2.5 billion enterprise, looking for ways to bring better coordination and focus to the overall effort in light of workforce needs identified. A third subcommittee will investigate professional training and research needs. Economic forces and trends will also be considered, including the role of the U.S. Navy, a major employer in the state. As a way to help critique and improve the Task Force's work, Sticht is offering a special three-week graduate course from June 4-22 at San Diego State University for students from around the nation. In the course, called *Workforce Literacy: Meeting California's Needs for Cognitive Skills for Work in the 21st Century*, students will study and critique the Task Force's work and be asked to consider its wider implications for the work they themselves usually do. For information on the Task Force effort contact Thomas Sticht, President, Applied Behavioral and Cognitive Sciences, 2841 Canon Street, San Diego, CA 92106 (619) 224-2810. For information on course eligibility and enrollment contact Thomas Sticht, Department of Psychology, San Diego State University, San Diego, CA 92182 (619) 224-2810.

LVA Leadership Awards Given

The Southport Institute for Policy Analysis (SIPA) was one of three winners of the 1989 LVA Leadership Awards given at LVA's annual conference November 2nd in Virginia Beach. These awards are presented each year to a person or organization that has made a significant contribution to adult literacy. SIPA was recognized for the excellence and nonpartisan nature of its report *JUMP START: The Federal Role In Adult Literacy*, and for its subsequent work in helping to see the report realized in federal legislation. Awards also went to Jeannie

Baliles for her leadership in developing resources for literacy in Virginia and to the Charles Stewart Mott Foundation for its commitment to literacy and support of LVA.

Call For ESL Material

The Reader Development Program of The Free Library of Philadelphia has just begun a project in which English-as-a Second-Language (ESL) material is being collected and reviewed for possible inclusion in a comprehensive bibliography — primarily for the use of literacy practitioners — to be published and disseminated nationally later this year. The project is being funded under Title VI of the Library Services and Construction Act. Groups around the country are invited to send in bibliographies, instructional materials, curriculum guides, lesson plans, teaching and resource guides, classroom handouts, and any other adult ESL material that should be considered. Material will be reviewed according to such criteria as reading level, ease of use by volunteers, relevance in urban settings, and usefulness to diverse adult ESL populations. One copy of each item submitted should be mailed to the Reader Development Program, Free Library of Philadelphia, Logan Square, Philadelphia, PA 19103. For more information contact Vickie Collins at 215-686-5346.

GED: Spreading The Word

According to the American Council on Education (ACE), some 51 million adult Americans have not graduated from high school, and each year more than 500,000 young people are leaving school without graduating. To encourage and help these adults acquire a high school diploma, the General Educational Development (GED) Testing Service of ACE provides GED tests in writing skills, social studies, science, literature and the arts, and math. The tests are administered by various education agencies throughout the U.S. and Canada. In order to get information about its GED program into the hands of individual adults and programs engaged in adult high school diploma work, the ACE has prepared a leaflet, "GED... The Key To Your Future," to explain the tests, where they are given, who is eligible to take them, and how to prepare for them. Douglas Whitney, Director of the GED Service, points out that businesses as well as educational groups can use the leaflet to inform and stimulate their employees, and that all organizations are welcome to stamp their names on the back. **BellSouth Corporation and Contempo-**

rary Books have given financial and in-kind support to cover an initial printing and distribution and ACE would welcome new sponsors to enable additional printings and even wider distribution. While it lasts, the current supply is available at no cost in both English and Spanish. Copies can be obtained by sending a written request together with a printed mailing label to Linda Russell, Assistant to the Director, GED Testing Service, American Council on Education, One Dupont Circle, Washington, DC 20036. Groups wishing to sponsor the activity beyond its initial phase should contact Douglas Whitney at 202-939-9490.

WQED Honored By AAACE

The American Association for Adult and Continuing Education conferred its 1989 Donald McCune Award for outstanding literacy achievement to WQED-TV in Pittsburgh. The award recognized the achievements of the local PLUS Task Forces established around the country by the station as part of the national PLUS campaign it has been running for the past three years with Capital Cities/ABC.

NGA's State Literacy Initiatives

The National Governors' Association is developing two activities to help advance state planning for literacy and foster communication and networking among the states. The "State Literacy Support Network" is being created within NGA to help governors' offices and others working at the state level develop and implement policies and programs to mobilize public and private resources for literacy. This program grew out of the second State Literacy Initiatives Conference held in Mississippi last April and has the active involvement of Louisiana's First Lady. With the help of a national steering committee, the NGA is also putting together the Third National State Literacy Initiatives Conference to be held April 2-4 in Harrisburg, Pennsylvania and hosted by Governor and Mrs. Casey. In addition to her role in this conference, First Lady Ellen Casey is actively involved in several new adult literacy initiatives in her home state. For information about the Network contact Evelyn Ganzglass, National Governors' Association, Hall of the States, 444 North Capitol Street, Washington, DC 20001. For information about the April conference contact Robert Silvanik at the same NGA address or phone 202-624-5300.

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NEWS IN BRIEF

(Cont'd from p. 3)

Performance Plus: Technical Assistance Service For Businesses

Performance Plus Literacy Consultants has recently joined the roster of new national technical assistance services formed to help employers develop basic skills upgrading programs for their employees. The organization has a special focus on small and medium-sized businesses, but also works with larger companies and unions. Jorie Philippi, the organization's president and founder, has had extensive experience developing job-specific curriculum and tests for the military, educationally disadvantaged young adults, business and industry, state and federal agencies, and private industry councils. Current work force projects include the industry-wide curriculum development effort of the American Institute of Banking (in which Ms. Philippi and Larry Mikulecky of Indiana University are co-designers); training workplace literacy trainers in New York City, and in Georgia, Mississippi, Colorado, and Arkansas; evaluating the civilian version of a U.S. Army computer-assisted instructional program for the National Alliance of Business; and together with community colleges and state government officials in South Carolina helping to assess the basic skills needs of the textile, metal working, and industrial maintenance industries. For information contact Ms. Philippi at Performance Plus, 7869 Godolphin Drive, Springfield, VA 22153 (703) 455-1735.

[**Note:** Other national technical assistance organizations qualified to help businesses assess workplace literacy needs and design effective employee programs have been profiled in BCEL's past Newsletters and "Job-Related Basic Skills" guide: Cox Educational Services (Dallas and Cambridge), HRD Department Inc. (Minneapolis), The Center For Remediation Design (Washington, D.C.), Matrices Inc. (Norwalk, Connecticut), Simon & Schuster Workplace Resources (New York City), and Applied Behavioral and Cognitive Sciences Corporation (San Diego). Increasingly, colleges are a source of expertise, as are some unions, large companies with solid programs in place, state departments of education, and human resource development groups.] ■

LEGISLATIVE UPDATE



The second session of the 101st Congress convenes this month and two landmark adult literacy bills pending in the Senate (S.1310) and House (H.R.3123) will continue moving toward enactment. Both bills were summarized in BCEL's October 1989 Newsletter, and their current status is as follows:

S.1310 (Simon). This legislation passed the Senate Labor and Human Resources Committee and its relevant subcommittee before recess and included amendments to several of the original provisions. The most significant changes were the following: The title of the bill, formerly called "The Comprehensive Illiteracy Elimination Act," is now *The National Literacy Act*. The annual funding provision for state resource centers was increased from \$500,000 over three years, to \$500,000 a year for three years with a somewhat lower matching requirement. Authorization for Even Start was increased from \$50 million to \$60 million a year. The Office of Literacy and new director earlier proposed for the Department of Education were dropped, with the Assistant Secretary for Vocational and Adult Education given this overall responsibility. A full floor vote on S.1310 is expected early in the new session. Copies of the amended legislation and the Committee Report which accompanies the bill can be obtained from the Senate Subcommittee on Employment and Productivity, 644 Dirksen Senate Office Building, Washington, DC 20510. Individuals and organizations wishing to express their views on the bill may write to their own Senators who will be voting on the measure.

H.R.3123 (Sawyer). This bill, *The Adult Literacy and Employability Act of 1989*, is widely regarded as the most comprehensive and best drawn single proposal ever submitted on behalf of adult literacy in the U.S.

Hearings were held in November and many individuals and organizations including BCEL have also submitted written testimony for the hearing record. Copies of the complete hearing record will be available shortly to the public. By mid-November the bill had taken on more than 65 co-sponsors. The Committee on Education and Labor and its special subcommittee are expected to act on the bill by spring. Groups and individuals wishing to express their views on H.R.3123 may write their own Representatives, Congressman Thomas Sawyer, Representative William Goodling (Ranking Minority), and/or Representative Augustus Hawkins (Chairman, Committee on Education and Labor).

Several special-focus adult literacy bills introduced last year are also actively pending in Congress:

H.R.916 (Stokes), the *Public Housing Gateway Act of 1989*, would authorize the Secretary of Labor to make grants to public housing agencies for employment-related basic skills programs. The bill proposes an authorization of \$50 million beginning in 1990. The program's aim would be to increase the self-sufficiency of young at-risk adults, improve their job prospects, and move them away from dependency on public assistance.

H.R.957 (Snowe), the *Intergenerational Library Literacy Act*, would amend the Library Services and Construction Act to authorize the Secretary of Education to set up a program of grants to local public libraries for after-school literacy demonstration projects for school children up to age 12. Older adults would serve on a volunteer basis as tutors and role models. To advise the Secretary in carrying out this Act, a Gateway Task Force is proposed with representation from the Departments of Labor, Housing and Urban Development, Education, and Health and Human Services.

H.R.970 (Cooper), the *National Center for Adult Literacy Act*, would establish a non-profit national center, not an agency of federal government, to carry out policy analysis, technical assistance and training, and information collection and dissemination. The Center could accept private as well as public funding. \$15 million is recommended for 1990 and \$30 million a year thereafter through 1994.

H.R.3122 (Price), the *Science and Technological Literacy Act of 1989*, would establish programs through the National Science

Foundation to improve science, math, and technical skills in the workplace. In general, it would: (a) develop new curricula, especially in math and science, for schools and colleges at the undergraduate level (\$20 million proposed for 1990); (b) develop computers and other technology as aids to instruct adults in the literacy and technical skills needed in the workplace (\$30 million, 1990); (c) make grants to two-year degree-granting colleges to work with public and private sector employers to train personnel to operate basic skills upgrading programs for dislocated workers, those currently employed, and young adults out of school, and designate 10 two-year colleges as regional clearinghouses (\$30 million 1990, \$40 million 1991 and 1992).

Information on the status and detailed provisions of these special-focus bills can be obtained from the Washington offices of the responsible Representatives.

SER-Jobs For Progress

Established in 1964, SER-Jobs For Progress (SER) is a national nonprofit Hispanic employment and training organization with affiliated programs in 111 communities around the country. In 1986, recognizing that Hispanics have a disproportionately high illiteracy rate and that intergenerational programs offer a promising way to reverse this problem, SER began setting up a network of "Family Learning Centers." After just three years 36 Centers are already in operation and another 14 are scheduled to open shortly. They are concentrated in California and Texas, where the largest numbers of Spanish-speaking people live, but are also located in New York, Michigan, Colorado, and several other states. A typical Center serves about 100 adults and 40 children in any given day.

Although aimed primarily at Hispanics, any disadvantaged minorities who qualify including Native Americans and immigrants are welcome to participate. Emphasis is given to at-risk youth 16 years and older, welfare mothers and their children, and non-literate adults who have been long unemployed. While each Center has its own particular flavor, program emphasis, and mix of clients depending on needs in its region, all share three basic elements:

Basic and Job Skills Training. All provide basic reading, writing, and math instruction as well as courses in other academic areas,



Session At Family Literacy Center, SER-Jobs For Progress

and all teach job-training and job search skills. There are components on ESL, health and parenting, life and coping skills, citizenship, and cultural literacy. The goal is not only to educate parents and equip them for jobs, but to help them function successfully within the family and community. Instruction is largely in the computer mode with students participating on an open-entry, open-exit, self-paced basis. Each person admitted is evaluated and a personalized education plan developed. Instruction ranges from elementary through high school graduation levels and even includes some college course work.

SER-Care. This is a combination day care and education component for children. While parents are receiving basic skills instruction, their children are being taught the rudiments to prepare them for school or to reinforce early grade-school work. Teachers in the program are assisted by senior citizens who provide positive role models and a nurturing environment while at the same time upgrading their own English and basic skills through involvement with the children. With a special grant from AT&T, a new computer program, IBM's "Writing to Read," is currently being tested in seven of the Family Learning Centers as a way to reinforce the children's learning. Already in use in some 1,300 schools, the IBM program teaches 3-6 year olds how to write what they can say and read what they can write, in both English and Spanish. Mary Hernandez, coordinator of the Dallas Center, observes that "one of the

most exciting things was to see 4-year old pre-school children discover that a symbol could be put together with another symbol to make a word."

Literacy Councils. The Councils bring together at each site all of the key parties to an effective educational program and job experience. Maria Gomez, SER Field Services Coordinator, stresses that the Councils are an extremely important element of the overall effort because they bring educators, parents, and employers together to plan education with business needs in mind, and they are a useful device for motivating the community to join and support the various local efforts.

A highly significant aspect of SER's Family Learning Centers is the extent to which the private sector is showing interest in them. For example, in 1988-89 alone, private sector funding for the Centers totaled \$1.5 million, with an additional \$350,000 provided by public sources. Moreover, just as this article was going to press BCEL learned that the Centers have been recognized in a new publication from The Barbara Bush Foundation for Family Literacy as one of the 10 most promising intergenerational efforts in the country.

(For more information contact Maria Gomez, Field Services Coordinator, SER-National Office, 355 River Bend Drive, Suite 240, Dallas, TX 75247 (214) 631-3999. For a copy of FIRST TEACHERS: A Family Literacy Handbook for Parents, Policy-Makers, and Literacy Providers, available at \$1.40 for postage and handling, write to The Barbara Bush Foundation, 1002 Wisconsin Avenue, NW, Washington, DC 20007.)

STANDARDIZED TESTS

(Cont'd from p. 1)

in the field, is sparking much debate and a hard look at just what standardized tests actually test and for what purposes, and whether the results tell us anything of real value, indeed whether they are not harmful. It is also beginning to result in a search for alternative assessment approaches.

The complexities of the testing controversy are vast and beyond the scope of this general article, but opponents of standardized basic skills tests fault them for a host of reasons, some of which are discussed below. Objections tend to fall into two broad categories: their intrinsic defects, and their misuse.

Making Grade Level Comparisons

The most commonly used general literacy tests are off-the-shelf commercially-produced tests of reading achievement. Virtually all are "normed" on children. That is, their scores are based on the average performance of children at various grade levels. Because adults bring years of prior knowledge and experience to the acquisition of literacy skills, comparisons with the performance of children are considered by most experts to be inappropriate.

Test scores are usually in the form of grade-level equivalents. A person may score at a 4.2 grade level, say, meaning that he or she reads on the level of a child in the second month of the 4th grade. Not only is this humiliating to people already the victims of past school failure, charge the critics, but it is meaningless to tell adults of any age that they read like a nine-year-old. More importantly, it is not a useful measure of what adults can do in terms that are contextually meaningful and it does not point to an appropriate instructional program.

In fairness, it must be noted that the Test of Adult Basic Education (TABE) — which appears to be the most widely used of all general literacy tests and which has been mandated for use throughout New York State — has recently been improved. Analysts indicate that while TABE is still strongly tied to childhood norms, the newer version does make it possible to interpret test scores in relation to other adults in certain ABE programs, rather than to children. It also produces scaled scores rather than grade-level equivalents (though many administrators are apparently falling back on the grade-level scoring system they know because they find the scaling system hard to interpret).

Testing Trivial Sub-Skills

"TABE and other standardized general literacy tests are not a true representation of how people read," says Clifford Hill, Professor of Applied Linguistics at Columbia University Teachers College. "They force the reader to recycle very low level trivial details and don't really represent the reading process with all its complexity." The questions they pose deal with isolated, decontextualized bits and pieces of reading sub-skills such as word recognition, spelling, or paragraph comprehension. Questions are framed in a multiple choice format, and they dictate one right answer. There is no applied use of reading or math, no writing component, no higher order thinking or problem solving. "The way the tests are set up, the research shows that even people who read well often don't perform well on most reading tests."

Tom Sticht, one of the nation's pre-eminent test designers, agrees. Sticht notes, for example, that "people who wish to join the armed forces are excluded if they test anywhere from the 10th to 30th percentile in the Armed Forces Qualification Test. But the research shows that eight out of ten people in this category, when they were allowed in, completed their three years with satisfactory performance."

Knowledge Theory Ignored

Recent advances in knowledge theory point to the central role of prior knowledge in understanding or interpreting new information. But most tests exclude prior knowledge; in fact, they assert it as a virtue that they measure comprehension in a manner unaffected by a student's background knowledge. Yet, according to *What The Reading Tests Neglect*, a 1987 study by Anne Bussis and Edward Chittenden of the Educational Testing Service, "the best a person can do is merely repeat or slightly paraphrase the author's words... The upshot is that tests... tend to focus attention on the surface structure of text rather than on its underlying meaning..."

Literacy In A Vacuum

While it is well established that what constitutes literacy differs from one context to another, the tests treat literacy as a neutral mechanical skill unrelated to different communities and cultural and linguistic traditions. They assume that all individuals perceive information and solve problems the same way. Test results may therefore reflect differing styles, not differing abilities. By the same token, they tend to

place superior value on one set of cultural assumptions over another.

Just recently, the National Academy of Sciences conducted a study (*Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery*) for the U.S. Department of Labor on the use of the General Aptitude Test Battery (GATB). They concluded that the test does not give equally valid responses for blacks, whites, and Hispanics, and recommended the use of "within-group" norms. In the end, they declared that no job seeker should be obliged to take the GATB because its negative aspects might outweigh its usefulness.

Testing Of What, For What?

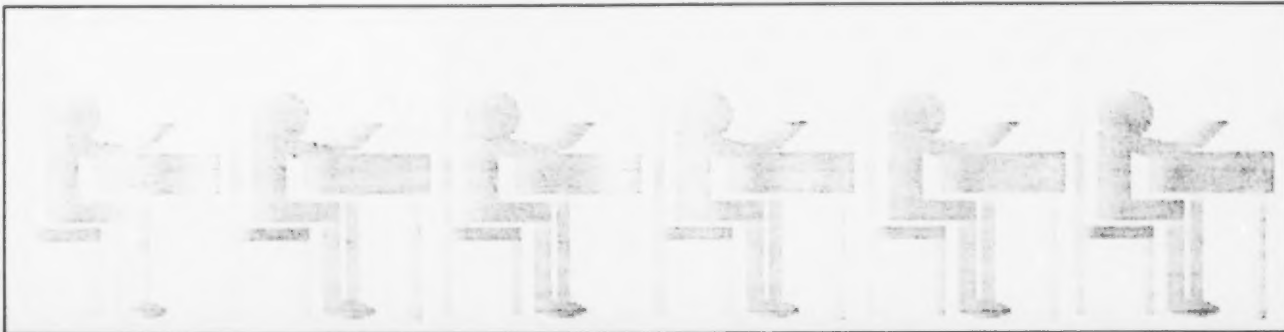
While this central question should guide every test given anywhere, failure to honor it creates special mischief in the workplace. There, lawsuits claiming test misuse have become commonplace; in particular from general basic skills tests given to employees or job applicants that are unrelated to specific job requirements.

According to the experts, there is usually a high correlation between the ability to perform generalized skills and job-related skills, but this correlation is far from perfect and not an adequate basis for predicting a person's performance on a given job. "One of the things you've got to do whenever you're building a test to see if a person can or cannot perform the literacy requirements of a specific job is to design a specific test derived from the analysis of the job or the job field," notes Tom Sticht. "That way you can show that the test has content validity, or task validity. Only if you test the kinds of tasks that will have to be performed on a job, can you meet the legal requirements of being content or task-related. General literacy tests won't do that."

Confusing Learner And Program Evaluation

Standardized tests which examine what an adult has learned over a period of time are often used, or misused, as a substitute for full program evaluation. When someone wants to know how effective a program is, they look at the test scores.

The trouble is that test scores alone are not a reliable indicator of what a program has actually accomplished. For one thing, the tests usually are not linked to any particular curriculum; as a consequence there is apt to be a disconnection between what is taught and what is tested. For another, because little is known about the prior knowledge of



learners or the learning they may have achieved elsewhere, the test scores may reflect information on skills not in fact taught by the program being evaluated. Furthermore, many elements that are critical to judging program effectiveness — internal management, quality of curriculum and teaching, retention rates — may well be passed over or downgraded in favor of the test scores.

In short, program evaluation is more than an aggregation of test results, and multiple instruments are needed to measure the effectiveness of discrete program components. "ABE is largely a field devoid of theory," notes Judith Alamprese, Director of Education and Training at the Cosmos Corporation, "so we don't really understand the relation between what we do and what we get. We need research to develop models that can do that."

Standardization: What It Means

At best, testing and evaluation is a highly complex enterprise with confusion even among the experts as to the meaning and appropriate use of different testing instruments.

Standardized tests, for example, are often confused with "norm-referenced" and "criterion-referenced" tests. This is a serious matter because a standardized test by definition is a test designed to be given under specified, standard conditions, whether or not it is norm- or criterion-referenced. (Norm-referenced tests are used to compare the performance of one group with the "normal" performance of some other group, or for comparing an individual's ability from one time to another, as in pre- and post-tests. Criterion-referenced tests assess a learner's gains according to some criterion or particular learning goal.)

A standardized test may be either norm-referenced or criterion-referenced, but if it is administered under non-standard conditions the results are next to meaningless. For instance, standardized tests are designed to be timed but sometimes are not, or at least not uniformly. An untimed test cannot usefully be compared to one that is timed. Sometimes tests are even taken apart and only certain sections used. Variations in the psychological state of the test-takers can also create non-standard conditions. Some people may be under stress because they are unprepared in test-taking strategies while others with more experience are more relaxed. Because of such differences, the point in a program at which a test should be administered is an important matter. (In New York City, where students are required to be tested within the first 12 hours of entering a program, savvy teachers give the tests at the 12th hour.)

Tests and measurements are a complex stew to begin with, but the problem is made worse by the fact that adult literacy programs are staffed in the main by part-time people and volunteers, and by people running programs who are not trained in assessment or have little professional preparation. "When put in the hands of novices, the test can actually amount to malpractice," observes Tom Sticht. "If you went to a physician who tested your blood for cholesterol but didn't use the test instrument the way it was designed to be used, ignored the time required for analysis of the blood or maybe combined the wrong chemicals in the analysis and then gave you a false number, you could sue the physician for malpractice. Because then you might walk out thinking you

have no problem and indulge yourself in all kinds of things that wind you up in a heart attack. That may sound like a blatant example, but it's similar in education. When you misuse a test instrument you're representing information falsely to the learner and to the program sponsor, and eventually you open yourself to lawsuits."

CASAS And NAEP: An Advance

It is the opinion of some that all standardized tests are tarred by the same brush. But there is much agreement that two standardized testing systems represent a very strong forward movement: the Comprehensive Adult Student Assessment System (CASAS) and the National Assessment of Educational Progress (NAEP).

CASAS is keyed to life skills criteria established in the groundbreaking Adult Performance Level Study carried out by the University of Texas in the 1970s. It tests basic skills from a bank of some 4,000 test items, all meaningful in the context of everyday adult life. It serves as a diagnostic tool that places the learner at an appropriate level of instruction and contains pre- and post-test components for a systematic way of monitoring progress and moving the learner on to the next level. It tests the student for achievement independently of comparison with others, but has been normed on adult groups and thus can be used for more valid comparison across programs. The competencies tested are on a continuum that range from beginning through advanced levels of ABE and ESL. Teaching materials are used that teach what is going to be tested, coordinating the assessment with instruction. So far the teaching materials are comprised of commercially-available publications identified by CASAS as meeting the curriculum, though CASAS is presently developing some of its own materials.

Developed in 1982 for use by the state of California, the major contribution of CASAS is its focus on adult life skills, accurate placement, ongoing assessment for movement across levels, and linking curriculum to assessment. People who adopt the method are trained in how to administer the tests and how to interpret the scores which are based on a system of scales rather than grade-level equivalents. A number of states — including California, Connecticut, Maryland, Washington, and Oregon — have adopted CASAS for statewide assessment of their ABE programs, in large part to determine employment eligibility in JTPA and in welfare reform programs.

NAEP, in a new four-year multi-million dollar project funded by the U.S. Department of Education, may bring even further advances to the art of standardized testing. The project came about because Congress decided in the Adult Education Act of 1987 that it wanted a definition of adult literacy and an estimate of its prevalence. Building on its 1985-86 literacy assessment of persons aged 21-25, NAEP is developing a set of survey instruments to measure and estimate the literacy abilities of Americans aged 16-64, according to race, ethnic background, levels of education, gender, and the like. The new information should provide a valid base for making comparisons among regions of the country and also provide policymakers with data they need to make informed decisions.

NAEP's survey instrument will differentiate among three types of literacy: prose (newspapers, maga-

zines, books), documents (charts, graphs, forms), and applied numerical activities (computing the cost of a meal or interest on a loan). Instead of multiple choice questions it will use open-ended exercises that require the test-taker to respond by actually using language and writing out the answers. The test will be designed to cover a gamut of ability from the most basic to the most advanced levels of graduate education. Thus, the data collected will be representative of the entire population (as compared to the CASAS which deals with populations at the adult basic education level). The long range goal of NAEP is to produce tests that program planners, in both general literacy and workplace settings, can use not only to diagnose individuals' skills problems but also to design suitable education programs.

Alternative Assessment Approaches

While both CASAS and NAEP are hailed as "better psychometric instruments" than we have had in the past, there are some who remain unimpressed.

"Better tests or not, they represent the psychometric mentality and some of us don't buy that," says Clifford Hill. "Even if you're using better test techniques, what you're measuring is still limited pieces of reading mechanics, and that's misleading. In the real world reading is a complex inter-related holistic process."

A growing number of practitioners around the country agree and have begun to explore alternative approaches to assessment. The perspective that guides these efforts is that the paramount purpose of assessment should be to help the learner achieve his or her goals; that what is assessed must reflect what the learner wishes or needs to accomplish; that the process must build on the learner's experience and strengths rather than deficits; that assessment is not something done to the learner; that it should not be externally imposed nor shrouded in mystery, nor separated from what goes on in the regular course of learning activity. Rather, it is postulated, assessment should be an organic part of the learning experience — an ongoing collaboration between the teacher, the learner, and the text, to review and refocus what should take place in the light of progress being made. It should not depend on a single procedure but a variety of procedures. And one of its major functions should be to produce feedback that will make programs more effective. Most of all, testing instruments should convey respect for learners.

The basic point in this line of thinking is that assessment is much more than testing. There are a host of measures that can serve as indicators of achievement — e.g. interviews on the use of literacy in contexts other than the program, interactive readings selected by participants for discussion, portfolios of student writing, observation by teachers and peers, simulations of tasks involving life skills, and performance demonstrations. Information derived from an array of indicators, collected over time and assembled into a descriptive package, can provide a rich view of learning and accomplishment.

A Young Movement

At present these ideas are more a set of principles than a systematic set of applications. In fact, a

(Cont'd on p. 8)

STANDARDIZED TESTS

(Cont'd from p. 7)

major task confronting the field is to systematize alternative assessment approaches into strategies that can be used in a wide range of contexts. The challenge is especially difficult because by definition, "learner-centered" assessment is non-standardized. It varies with the context, from learner to learner and from program to program.

It is not known either whether all service providers, regardless of their organizational type and differing clienteles, need to gather the same kind of information, or whether funding agents can accept diversity in the reporting and be educated to understand and accept different ways of looking at program and student achievement. Relatedly, because evaluation is ordinarily for purposes of accountability or for admittance into jobs or other education, it is not clear how assessment data should be analyzed and reported out to various parties with often incompatible purposes — i.e. the learner, the general or workplace literacy program, funders, and other groups. Two other problems also loom large: Descriptive assessment approaches are very labor intensive and ways need to be found to make the process more time- and cost-efficient. Moreover, the capacity of literacy practitioners to construct their own assessment procedures is presently limited, pointing to a tremendous staff development and teacher training need.

These and other issues are currently being probed in a variety of promising projects around the country. One of these is the *Adult Literacy Evaluation Project* (ALEP), a venture of the University of Pennsylvania's Literacy Research Center and the Philadelphia Center for Literacy. The ALEP effort, directed by Susan Lytle, is developing and examining evaluation procedures in some 70 adult basic education programs in the Philadelphia area.

Another is the *Adult Educators Development Project*, a program of the Lehman College Institute for Literacy Studies which is directed by Marcie Wolfe. Under a three-year research grant from the Fund for Improvement of Postsecondary Education, the project is bringing together practitioners from a mix of New York City literacy programs to examine alternative approaches across different settings with different populations.

Still another initiative is the *California Adult Learner Progress Evaluation Process* (CALPEP), developed by the Educational Testing Service (ETS) for the California Literacy Campaign. CALPEP is presently operating in more than 80 local libraries up and down the state, where some 15,000 adult students are taught by volunteer tutors. The system was commissioned by the California State Library (CSL) after surveying adult assessment practices nationwide. "We had such grave doubts about the standardized tests available that we felt them to be useless, if not worse," observes Al Bennett of CSL. The state's literacy clientele is comprised heavily of adults with low skills levels, people for whom the tests were felt to be the most threatening and inappropriate. So an alternate approach was needed.

Basically, CALPEP is a joint perceptual activity involving both students and tutors. Together they judge progress according to students' personal literacy goals and the uses of literacy in their daily lives.

A statewide computerized data base allows local library programs to enter student assessment data which is then stored at a central location. This permits program administrators to monitor and quantify learner progress, to better match tutors with students, and to coordinate reporting formats for funders. With the first year of field testing now complete, plans are in process to develop a system to train volunteer tutors in how to implement the new procedures. Ron Solorzano of ETS, among others, stresses that a most significant aspect of CALPEP is that it was initiated at the state level and launched with a research and development plan for making the process systematic.

Finally, the workplace is another setting where alternative evaluation methods are in use or under study. A prime example is the *Massachusetts Workplace Education Initiative*, a state-funded program that helps local partnerships of employers, unions, and education providers deliver workplace basic skills programs. The Initiative has recently concluded a pilot study based on open-ended interviews with management, supervisors, and union officials. In essence, the question asked was "What are the changes you have seen on the job [as a result of your literacy program to date] and what are you looking for?" The aim was to identify critical factors in evaluating the outcomes of workplace education. The findings, which include anecdotal information about what really matters to employers, will be used to shape a structured questionnaire for more formal evaluation. The plan is to extend the results of the pilot to all 25 programs of the Initiative in 40 workplace sites across the state.

"We have taken the attitude that employers are looking for hard, bottom-line dollar measurement," says Sondra Stein, Director of the Massachusetts Commonwealth Literacy Campaign, "but employers are smarter than that. What they're seeing are workers with better skills and morale, people who are more self-confident and able to work independently. They're seeing changed behavior on the work floor and they're saying that's what they're looking for, not test results on paper. What we're learning is that companies are understanding quality of work-life issues."

"Ironically," notes Susan Lytle, "the workplace may well lead the way in the development of alternative assessment procedures. It is there that literacy assessment is most closely tied to the functions and purposes of the setting. Assessment is about the meaningful use of literacy in a context; it's not an abstract matter."

Promising alternative assessment work is being done in other workplace settings too numerous to include here. They range from community colleges in partnership with one or more local businesses (e.g. Gateway Community College working with Honeywell in Phoenix), to such industry-wide efforts as that involving the UAW, Ford Motor, and Eastern Michigan University, to the work of Cox Educational Services with several major corporations and public-sector employers around the country.

Perhaps A Blessing In Disguise

While the federal call for standardized assessment in ABE and ESL is objectionable to many, others take it as good news, as a sign that adult basic education may be coming of age. Marginal affairs can get by without much scrutiny, they say, but demands

for accountability always go with significant resource investments.

That the field of assessment is in ferment is also good news. A decade ago there was little attention to the subject. Today there is not only interest, but considerable searching, experimentation, and variety in actual practice. The notion has taken root that service providers should be showing evidence of program effectiveness. We are certainly more attuned to the diverse purposes of assessment and the need for different testing instruments for different purposes. We have begun to understand that assessment is more than testing, that what can be learned from giving a standardized test is but part of the story. We have made progress in the development of better standardized tests, but we have also grown more sensitive to their limitations (especially to those normed with children and used on adults). At the same time we have a growing movement toward alternative assessment, characterized by the fact that it is non-standardized.

So the trend is definitely on a positive track. At the same time, however, it is daunting to consider the formidable challenges that face us. To highlight just three:

- There is clearly a tremendous need for research and demonstration to develop a deeper professional knowledge about assessment and the role and use of standardized tests.
- Alternative assessment is a labor intensive activity requiring sophisticated training not presently available to people in the field. This suggests the need for advocacy, and for the development of training structures and programs that move toward professionalizing the entire adult literacy field.
- In literally hundreds of local general and workplace programs around the country, assessment is being carried on quietly and out of the public eye, much of it growing informally out of day-to-day practice. No one knows what the accumulated experience adds up to and how it can be used to guide the field. We need mechanisms for collecting and distilling this information.

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In the course of preparing this article, BCEL spoke with a number of leading figures in the literacy community. We wish to thank them, and especially the following individuals, for their assistance.

Judith Alampross
Director, Education & Training
Cosmos Corporation
1735 Eye Street
Washington, D.C. 20006

Al Bennett
State Literacy Specialist
California Literacy Campaign
California State Library
Library Development Services
1001-6th Street, Suite 300
Sacramento, California 95814

Arlene Pingard
Director
North Carolina Center for Literacy Development
7406-D Chapel Hill Road
Raleigh, North Carolina 27607

Clifford Hill

Professor of Applied Linguistics
& Chairman, Department of Languages,
Literature, and Social Studies
Teachers College
Columbia University
Box 66
New York, New York 10027

Irwin Kirsch

Senior Research Scientist
National Assessment of Educational Progress
Educational Testing Service
CN 6710
Princeton, New Jersey 08541

Susan L. Lytle

Director
Literacy Research Center
University of Pennsylvania
3700 Walnut Street
Philadelphia, Pennsylvania 19104

Larry Mikulecky

Professor & Director
Learning Skills Center
Indiana University
316 North Jordan
Bloomington, Indiana 47405

James Parker

Education Program Specialist
Division of Adult Education & Literacy
U.S. Department of Education
400 Maryland Avenue S.W.
M.E.S. Room 4428
Washington, D.C. 20202

Nancy Siefert

Director, The Learning Center
Gateway Community College
108 North 40th Street
Phoenix, Arizona 85034

Ronald Solorzano

Project Director, CALPEP
Educational Testing Service
2 North Lake Avenue
Pasadena, California 91101

Sondra Stein

Director
Commonwealth Literacy Campaign
100 Nashua Street
Boston, Massachusetts 02114

Thomas Sticht

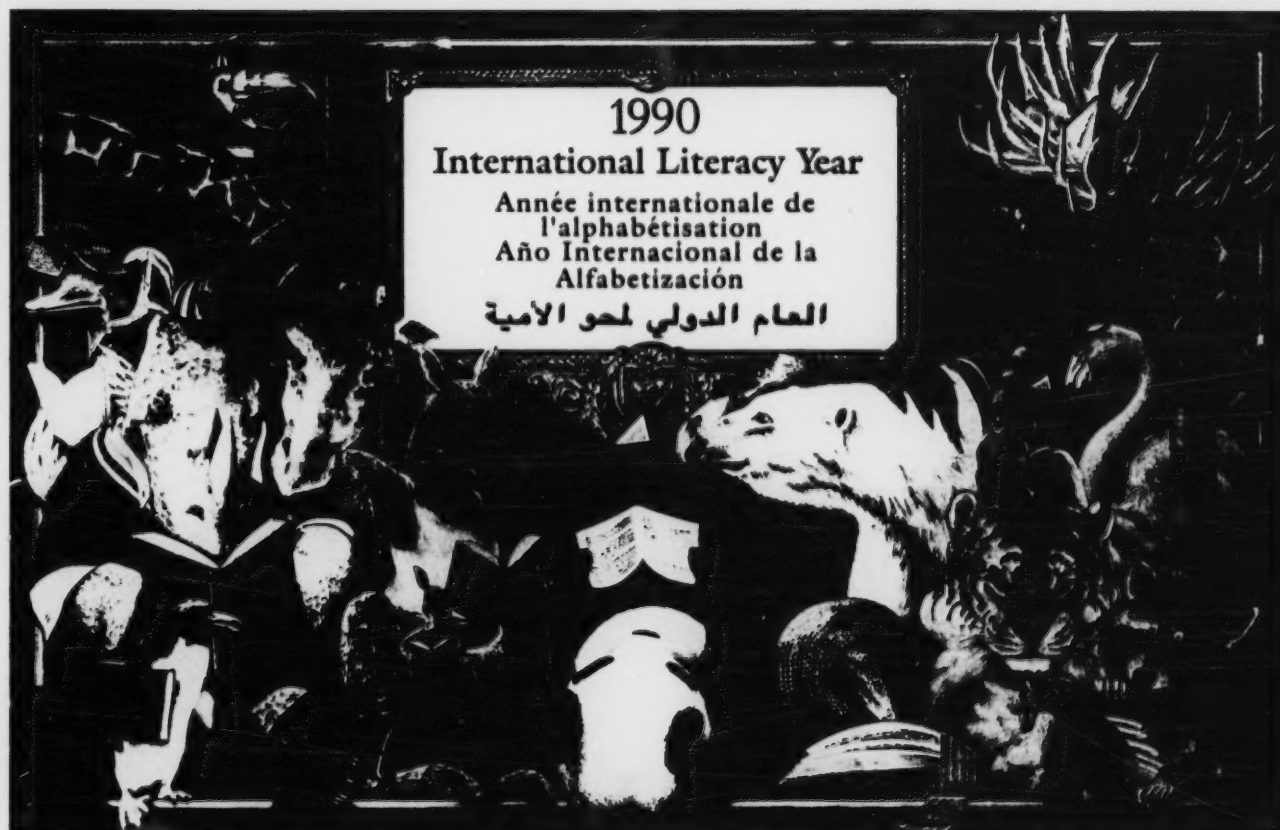
President
Applied Behavioral & Cognitive Sciences Corp.
2841 Canon Street
San Diego, California 92106

Linda Stoker

Vice President, Development
Cox Educational Service, Inc.
2200 Ross Avenue
Suite 3600
Dallas, Texas 75201

Marcie Wolfe

Director, Adult Programs
Institute for Literacy Studies
Lehman College-CUNY
250 Bedford Park Boulevard
Bronx, New York 10468



Poster depicting the animals of the world getting along together because they can read. By Graeme Base, Australian children's book author and illustrator. Available for \$6 (cils stock #523) from ALA Graphics, American Library Association, 50 East Huron Street, Chicago, IL 60611, 800-545-2433. Orders less than \$20 must be prepaid.

CORRECTIONS

In the October 1989 Newsletter, pp. 2-3, the address for information about the El Paso Community College Conference scheduled for February 21-23 ("Literacy for a Global Economy: A Multi-Cultural Perspective") should have read Carol Clymer, Director, Literacy Programs, Literacy Education Action Program, PO Box 20500, El Paso Community College, El Paso, TX 79998 (915) 594-2000.

The feature article on "Banking & Basic Skills" in the October 1989 Newsletter named Larry Mikulecky of Indiana University as the sole curriculum designer of the industry-wide basic skills effort of the American Institute of Banking. In fact, Larry Mikulecky and Jorie Philippi of Performance Plus Literacy Consultants, are working as a team to design the new banking program. (See News In Brief item in this issue on Performance Plus.)

TOOLS OF THE TRADE



1 BackBeats, a compilation of back issues (1987 to 1989) of "The Literacy Beat," the newsletter of the Education Writers Association, is now available for \$12 from the EWA, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036 (202) 429-9680.

2 Business Response to Education in America, a study of the 1,000 largest U.S. companies sponsored by *Fortune Magazine* and Allstate Insurance, examines attitudes of corporate executives toward public education in the U.S., how they compare it with systems in other countries, their perceptions of problems in education, and what they are doing to address the problems. One of the findings is that some 36 percent of the companies are currently providing employee basic skills programs, and another 28 percent are willing to. Available for \$10 from Merle Sprinzen, *Fortune Magazine*, Time & Life Building, Rockefeller Center, New York, NY 10020 (212) 522-1212.

3 Developments in Basic Education: Special Development Projects 1978-85, by Alan Charnley and Alexandra Withnall, will be useful to national literacy planners and policymakers. It reviews the numerous literacy projects supported in England and Wales during an eight-year period by the U.K.'s national adult literacy center, the Adult Literacy & Basic Skills Unit. Among many conclusions reached by the authors is that clearly-established objectives and a flexible approach are both equally important to the success of a program. Available for £2.50 plus postage from ALBSU, Kingsbourne House, 229-231 High Holborn, London WC1V 7DA, England. Phone 01-405-4017.

4 The Elements of Style, a video version of the writer's guide by E.B. White and William Strunk, Jr., is now available from Paperback Video Publishing. The program may be useful to teachers of writing and students with good reading and writing skills. It consists of four video cassettes, a student workbook, and an instructor's guide. The complete program is \$495 from Paperback Video Publishing, Inc., 156 Fifth Avenue, Suite 720, New York, NY 10010 (800) 533-2775 or (212) 727-7500 in New York.

5 Family Literacy In Action: A Survey of Successful Programs is a new book from New Readers Press of Laubach Literacy International. It describes eight successful family literacy programs that may serve as models for program developers. Descriptions include information about why and how the programs were created, what their main elements are, how recruitment and training are handled, and funding. Copies are \$5 each from New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210 (800) 448-8878.

6 Functional Context Education: Workshop Resource Notebook contains materials used in the Functional Context Education Workshop developed by Thomas Sticht of Applied Behavioral and Cognitive Sciences with a grant from the Ford Foundation. The Notebook graphs statistical information about literacy, employability, and productivity in the U.S.; provides background information about functional context education and how it may be applied to instructional programs for adults; and presents three case studies to help guide program developers. A limited number of copies are available free from Thomas Sticht, ABC Sciences Inc., PO Box 6640, San Diego, CA 92106 (619) 224-2810.

7 A Good Beginning, by Barbara Lewis, is a new book for parents with low-level reading skills. The 32-page work, written at 3rd to 4th grade level, is a month-by-month guide to the baby's first year. For each month, the author describes the infant's development and suggests activities for parent and child. Available for \$5.25 from New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210 (800) 448-8878.

8 Guidelines: Writing for Adults with Limited Reading Skills, a publication from the U.S. Department of Agriculture, offers assistance to professional writers and others who prepare informational reading materials for adults with limited reading skills. The booklet contains guidelines for the typographic presentation of materials and the use of illustrations as well as for writing and organization. Small quantities are available at no charge from Publication Department, Department of Agriculture, Food and Nutrition Service, 3101 Park Center Drive, 8th Floor, Alexandria, VA 22302 (703) 756-3284.

9 Improving Workplace Literacy Through Community Collaboration, by Ivan Chamer and Shirley Fox, is a workshop curriculum designed to build a community-team approach to developing local action plans in workplace literacy. It was developed for the Maryland State Department of Education by the Academy for Educational Development and the National Institute for Work and Learning. The material consists of a *Leader's Guide* (\$12.50) and a *Workbook* (\$6). Postage and handling are additional and quantity discounts are available. Contact National Institute for Work and Learning, 1255 23rd Street, NW, Washington, DC 20037 (202) 862-8845.

10 Investing in People: A Strategy to Address America's Workforce Crisis, the final report of the Secretary of Labor's Commission on Workforce Quality, contains concrete recommendations for the development of a coherent system of lifetime education including a national commitment to basic skills for adults. One of the many recommendations is to create a cabinet-level committee to coordinate human resource policy. Available for \$3.75 from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 or GPO Order Desk, (202) 783-3238. Cite stock number 029-000-00428-5.

11 Job-Related Literacy Training: Teaching Reading on the Job is a new guide from the American Society for Training and Development. It is the latest in the INFO-LINE series of practical guidelines for job training and development professionals. Jorie Philippi of Performance Plus was consulting author for the publication, Susan Buttrille its principal author, and Catherine Petri ASTD staff consultant for the effort. Among other things, the guide deals with how to assess and teach job-related reading skills, conduct job task analysis, develop a lesson format, assess an organization's reading needs and resources, and develop an overall program. The guide is filled with information on the definitions of literacy, the purposes of reading, and the processes and competencies commonly needed for job literacy in some 95 different occupations. A Reading Literacy Readiness Checklist is also included. Written simply and concisely, the guide is available for \$9 plus \$1.50 for shipping and handling from the Publications Department, ASTD, 1630 Duke Street, Box 1443, Alexandria, VA 22313 (703) 683-8129.

12 The Laubach Way To Reading Video Based Tutor Workshop is a new video program designed to train prospective tutors in the Laubach method. The Laubach Way To English Video Tutor Workshop is also available for training tutors of non-English speaking adults. Purchased separately, each is \$299. Both may be ordered together for \$399. Contact New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210 (800) 448-8878.

13 Libraries and Literacy Education: Comprehensive Survey Report, prepared for the U.S. Department of Education Office of Educational Research and Improvement by Douglas Zweizig, Jane Robbins, and Debra Wilcox Johnson, examines current and possible future roles for libraries in literacy education through review of the literature, surveys of libraries, and case studies of eight model programs. The report identifies roles for libraries as providers of materials, instruction, and support services. Available for \$9.50 from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 or GPO Order Desk, (202) 783-3238. Cite stock number 065-000-00360-1.

14 Literacy Collection Development in Libraries: A Bibliography, Second Revised Edition, compiled and annotated by Jenny Ryan, identifies resources to help libraries develop new reader literacy collections. Available for \$3 from The Library, Laubach Literacy International, 1320 Jamesville Avenue, PO Box 131, Syracuse, NY 13210 (315) 422-9121.

15 Literacy in the Industrialized Countries: A Focus on Practice, edited by Margaret Gayfer, is a report on the International Seminar on Literacy in Industrialized Countries held by the International Council for Adult Education in October 1987. The publication contains the text of presentations, descriptions of literacy programs in eight countries, and reports from the conference workshops. Available for \$12 plus \$3 postage and handling from the International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S 2R4 (416) 588-1211.

16 Megaskills: How Families Can Help Children Succeed in School and Beyond, by Dorothy Rich, is a book about how parents can build children's skills in ten areas essential to job success: confidence, motivation, effort, responsibility, initiative, perseverance, caring, common sense, teamwork, and problem solving. Although directed to literate parents, the book may be useful to developers of family literacy programs. Available for \$17.95 (hardbound) or \$8.95 (paperback) from Houghton Mifflin's Customer Service Department, (800) 225-3362. For bulk orders contact Gail Ierardi, Houghton Mifflin Company, Two Park Street, Boston, MA 02108 (617) 725-5969.

17 National Directory of Community Based Adult Literacy Programs, published by the Association for Community Based Education, lists 796 CBO adult literacy programs in the U.S. and Puerto Rico. It provides descriptive data about each program and a summary of the distinguishing features of the programs as a whole. Available for \$10 prepaid from Association for Community Based Education, 1806 Vernon Street, NW, Washington, DC 20009 (202) 462-6333.

18 New Books for New Readers, edited by Judy Cheatham, is a series of five readers for adult literacy students: *Choices* by George Ella Lyon, *History Mysteries* by James Klotter, *Kentucky Folklore* by R. Gerald Alvey, *Why Work?* by Judi Jennings, and *Women Who Made a Difference* by Carol Crowe-Carraco. *Choices* is a collection of short stories; the other titles are nonfiction. Reading levels for the books range from 3rd to 6th grade. Developed with funds from the National Endowment for the Humanities, the Kentucky Humanities Council, and *The Kentucky Post*, the books were written by humanities scholars in collaboration with students at local literacy councils and assembled by the University Press of Kentucky. They are \$3.95 each and can be ordered from Cornell University Press Services at 800-666-2211, or for information contact the University Press of Kentucky, 663 South Limestone Street, Lexington, KY 40506 (606) 257-2951.

19 Paradigms for Literacy and Learning: An Inquiry into the Design of Workplace Employee Basic Skills Programs, by Richard Zalman, a Sloan Fellow at MIT, is a report on the results of interviews with company representatives, teachers, and students in 18 workplace basic skills programs. Exam-

ined were company motives for establishing programs and the various aspects of program design and operation in the programs they implemented. The study concludes by pinpointing common program elements that appear to have promise for workplace programs being developed or considered around the country. Copies are available at no cost from Richard Zalman, 210 Maple Street, Needham, MA 02192 (617) 444-1197.

20 Patterns in Spelling, by Tim Brown and Deborah Knight, is a spelling series for adults and older teens reading at a 3rd grade level or higher. The four-book program stresses the regularly recurring patterns in English words. Book 1, "Patterns with Short Vowels," and Book 2, "Patterns with Long Vowels," are available now. Books 3 and 4 will be published later this year. Student workbooks are \$4.75 each. Teachers' editions are \$7.95. Contact New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210 (800) 448-8878.

21 People Who Made America Great is a series of 12-page biographies of American inventors and industrial pioneers for beginning adult readers. Among the 28 subjects are Henry Ford, Thomas Edison, Eli Whitney, The Wright Brothers, George Westinghouse, and George Washington Carver. Individual titles are \$.95 each. Classroom sets of 30 copies per title plus a teacher's guide are \$169. Contact David Mercer, Mercer Publishing Corporation, 213 Fillow Street, Norwalk, CT 06850 (203) 855-1300.

22 A Quality Work Force summarizes a roundtable discussion by business executives, literacy experts, educators, and policy makers sponsored by the Education Commission of the States and the Sears-Roebuck Foundation. The participants considered such issues as the changing definitions of literacy, the scope of literacy education, and the roles and responsibilities of the business community and of educators. Copies are \$8.50. Order from Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (303) 830-3600.

23 Reading With Children, from Literacy Volunteers of America, is a program to help adults improve their own reading skills by preparing them to read to children. LVA's package includes a Trainer's Guide, a Handbook for Literacy Tutors, and a videocassette showing how to use the program. Available for \$95 from LVA, 5795 Widewaters Parkway, Syracuse, NY 13214 (315) 445-8000.

24 Slices of Life: Kentucky Writers for Kentucky Readers is a new two-volume collection of writings by and for adult literacy students and edited by Judy Cheatham. One aim of the collection, which grew out of a project funded by the *Kentucky Literacy Commission*, is to encourage other literacy students to write about their own lives. Single copies are available free from the *Lexington Herald-Leader* which has published the books at its own expense. Contact Sylvia Smith, Educational Outreach Coordinator, *Lexington Herald-Leader*, 100 Midland Avenue, Lexington, KY 40507 (606) 231-3353 or (800) 999-8881, ext. 358.

25 STATE LITERACY STRATEGIES: A Policy Primer has been issued by the Mississippi Literacy Foundation. Prepared by Brizius & Foster of Mc-

Connellsburg, Pennsylvania as a result of the Conference on State Literacy Initiatives held in Jackson last year, the 47-page primer contains detailed guidance on specific questions to be examined by state government officials, business leaders, and literacy groups as they work together to develop and implement sound statewide literacy services and policy. Available for \$5 from the Governor's Office for Literacy, PO Box 139, Jackson, MS 39205.

26 Teacher to Teacher is a series of 12 video cassettes developed by teachers for training teachers of adult basic skills and English as a second language. The cassettes show experienced teachers demonstrating practical instructional techniques in actual classroom settings. A preview tape is available for \$15 (refundable upon return) from New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210 (800) 448-8878.

27 Workforce Development Strategies: The National Network for Education, Training, and Economic Development is a new monthly newsletter from WorkEd, Inc., that covers local and national workforce training initiatives. Subscriptions are \$125 (but are being offered on an introductory basis for \$99 to anyone mentioning BCCEL in requesting a sample issue). Contact Workforce Development Strategies, 1220 Montclair Way, Los Altos, CA 94011 (415) 948-3731.

28 Working in California, written and produced by Audrey Coleman with funding from the MacArthur Foundation and the California Council for the Humanities, is a new audio-print program comprised of four booklets, five audio cassettes, and a Teaching/Learning Guide. Built around specific jobs that exist in California and other sections of the country (e.g. waterfront and rodeo jobs), the program contains stories, poems, plays, and interviews showing the human side of work experience and using it to build and extend language skills. A limited number of demonstration copies are available for \$10 each. For an order form contact Audrey Coleman, Project Director, *Working in California*, Box 5053, Culver City, CA 90230 (213) 568-9765.

29 The Institute for the Study of Adult Literacy at Penn State University has published five resources for adult literacy programs. A VHS video cassette titled *A Literate Workplace* (\$15) and a companion manual titled *Upgrading Basic Skills for the Workplace* (\$20) describe actual workplace literacy programs and give practical guidance for developing workplace literacy services. The materials were prepared under a project funded by the Appalachian Regional Commission, the Pennsylvania Department of Commerce, and the Gannett Foundation. *Penn State Adult Literacy Courseware* (for Apple IIe or IIGS computers, \$373) uses the whole word approach to teach 1,000 high-frequency and functional words to adult basic readers. *Adult Literacy Word Quest* (for Apple IIe or IIGS computers, \$40) is an adventure-type game that reinforces reading vocabulary and may be used with Penn State Adult Literacy Courseware or other programs. *Adult Literacy Word Processor* (for the Apple Macintosh, \$50) is a simplified word processing program designed to supplement literacy instruction. Order from Institute for the Study of Adult Literacy, Penn State University, 248 Calder Way, Suite 307, University Park, PA 16801 (814) 863-3777.

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TOOLS OF THE TRADE

(Cont'd from p. 11)

30 The International Reading Association has four new booklets for parents: *You Can Help Your Child with Writing* by Marcia Baghban (#160), *How Can I Prepare My Young Child for Reading?* by Paula Grinnell (#163), *Helping Your Child Become a Reader* by Nancy Roser (#161), and *You Can Encourage Your High School Student to Read* by Jamie Myers (#162). These booklets are aimed at literate adults but may be a source of ideas for family literacy programs. Single copies are \$1.75 each. IRA has also published two other books that may be useful to developers of family literacy programs. *Emerging Literacy: Young Children Learn to Read and Write*, edited by Dorothy Strickland and Lesley Mandel Morrow (#351, \$15, members \$10), is addressed to care providers and contains practical ideas for use at home and in the classroom. *Children's Comprehension of Text: Research into Practice*, edited by K. Denise Muth (#744, \$15.75, members \$10.50), identifies differences in the ways children learn to comprehend narrative and expository writing. Contact the International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714 (302) 731-1600. Cite publication numbers.

31 Two new programs from Longman, Inc. are for students of English as a second language. The *Beginning Listening* series, by Jan Huizenga, is intended for students with little or no experience with spoken English. The three levels of the program — *From the Start*, *Moving On*, and *Taking Off* — each contain one workbook and two audio cassettes. Workbooks are \$8.95 each. Sets of two cassettes are \$25.95. Packages containing the workbook and the two cassettes are \$28.95. A series of three *Building Life Skills* communication workbooks (\$6.95 each), by K. Lynn Savage, provide practice in both communication skills and basic life skills. To order write Addison-Wesley/Longman Order Department, Route 128, Reading, MA 01867 or call Longman's Customer Service Department at (800) 447-2226.

32 The KFTC Literacy Project in Kentucky has published two books for low-level adult readers. *The Blind Mule and Other Stories* contains five stories told by author Bill Shouse, a 98-year-old reading student, to his tutor. *Save the Homeplace*, by Melanie Zuercher, combines a reader and a coloring book. Adult literacy students, including parents, can read the book to children and children can color in the illustrations. Available for \$2 each from Kentuckians for the Commonwealth, PO Box 864, Prestonsburg, KY 41653 (606) 886-0043.

33 Four new titles from Laubach Literacy are available for low-level adult readers. *Caught Off Guard* (\$3.75) contains 12 stories with supernatural twists written at the 4th grade level. *Fitting In* (\$14.25) is a set of eight booklets written at 1st to 2nd grade level about the problems faced by people from other cultures in adjusting to life in the U.S. Intended for adult learners of English as a second language, the stories may also be interesting to all basic literacy students. *Kaleidoscope* (\$10.95) is a set of eight books of stories about adults written at 1st to 2nd grade level. *You Are Here* (\$4.95) is a text-workbook written at 4th grade level that teaches skills in reading maps, plans, and diagrams. Order from New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210 (800) 448-8878.

34 The National Center on Education and Employment, a joint research project of Columbia University Teachers College and The Rand Corporation, has issued three Briefs that summarize longer papers and research reports on various aspects of workplace literacy: *The Impact of New Technology on Skills and Skill Formation in the Banking and Textile Industries* (Thomas Bailey and Thierry Noyelle); *Do We Know What Employers Want in Entry-Level Workers?* (Gary Natriello); and *The Disadvantaged: Paths to Success* (Charles Harrington and Susan Broadman). Send a self-addressed, stamped envelope to NCEE, Box 174, Teachers College, Columbia University, New York, NY 10027 for free copies or phone (212) 678-3091. [Note: The full-length research reports from which the NCEE Briefs are drawn are also available at varying prices and under different titles.]

And Highlighting...



Reprinted From *Literacy and the Marketplace*, Courtesy of Rockefeller Foundation and Landenberg Design Associates. Photographed by Karen Meyers.

35 *Literacy and the Marketplace: Improving the Literacy of Low-Income Single Mothers* is a report on a conference sponsored by the Rockefeller Foundation and Wider Opportunities for Women. Three broad topics were considered by the conference participants: What literacy skills are currently needed in the workforce and will be required in the future? What alternatives are there to standardized tests for assessing literacy skills and measuring progress for low-income single mothers? And how should adult literacy programs be designed to provide effective instruction for these people? Among many other important findings was that while assessment of persons in general and workplace literacy programs is valuable and necessary, there is little evidence to support "the assumed correlation between performance on standardized tests like the Test of Adult Basic Education (TABE) or the General Equivalency Diploma (GED) and job performance." There is great concern that tests like the TABE often screen out the neediest applicants by "measuring academic deficiencies

rather than abilities or work-related skills." [Note: See feature article in this newsletter.] The bulk of the report consists of the following chapters: (a) *The Economy and Workplace Skills: New Demands* (written by Sue Berryman, Director of the Institute on Education and the Economy, Teachers College, Columbia University); (b) *Literacy Skills Needed in The Workforce* (by Raymond Uhalde, Deputy Administrator, Office of Strategic Planning and Policy Development, U.S. Department of Labor); (c) *Assessing Literacy Skills and Gains in Job-Oriented Literacy Training Programs* (Thomas Sticht, Applied Behavioral and Cognitive Sciences); (d) *Toward A Model of Alternative Assessment* (Richard Sterling, Director of the Institute for Literacy Studies, Lehman College, CUNY); (e) *Strategies for Designing Literacy Programs For Single Mothers* (Benita Somerfield, currently President of Simon & Schuster Workplace Resources, and Lori Strumpf, President of the Center for Remediation Design). This excellent report has relevance in implementing the Family Support Act and will be useful in other literacy contexts as well. The report is the first in a Rockefeller series on Women and Children in Poverty. It is available at no charge from Julia Bauer, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036 (212) 869-8500.

CORPORATE LITERACY ACTION

Bell Atlantic-ALA Partnership

The Bell Atlantic Corporation and the American Library Association (ALA) have joined forces in a family literacy project to further the basic skills of parents and their children. With \$300,000 in funding from the Bell Atlantic Charitable Foundation, the project will award some 20 grants of \$5,000 to public libraries in the mid-Atlantic region including the District of Columbia, Maryland, Virginia, West Virginia, Delaware, New Jersey, and Pennsylvania. Applications were mailed to all eligible libraries on December 15. The deadline for applications is February 9 with final grant decisions to be made by an ALA advisory board in early March. The winners will be invited to a day-long training seminar in Washington, D.C. offered by Push Literacy Action Now (PLAN, Inc.). Next year the five most effective projects will be honored at a Bell Atlantic award ceremony. Librarians, adult literacy educators, and Bell Atlantic community relations staff will work together to promote the projects and encourage similar undertakings across the country. The Bell Atlantic-ALA project will also create a national clearinghouse on family literacy to share project results and resources with

libraries, the media, and other interested groups. As part of that effort, a manual of community-based literacy projects will be distributed to libraries nationwide. For more information contact Margaret Monsour, Project Director, Office for Library Outreach Services, ALA, 50 East Huron Street, Chicago, IL 60611 (312) 944-6780, ext. 453.

Weirton Steel & Union Carbide Provide Basic Skills To Employees

In October 1988, as one of 36 winners in the U.S. Department of Education Workplace Literacy Grants Program, West Virginia Northern Community College received \$270,000 for a joint "Workplace 2000" project with the Weirton Steel and Union Carbide Corporations. Both companies have invested heavily in modernizing their industries in recent years and as a result recognized the need to upgrade the skills of their workers. Already the program has enrolled some 2,700 Weirton employees and 270 employees from Union Carbide. Instruction is provided by faculty from the College and takes place during working hours at the two plants. Courses are custom-designed to meet specific job requirements and cover reading, writing, and math skills, computer and information processing, time management, problem solving, decision making, and written and oral communications. All three partners in the effort have donated matching funds and in-kind help valued at \$155,000 to supplement the federal grant. For more information contact Carol Reuther, Project Director, West Virginia Northern Community College, College Square, Wheeling, WV 26003 (304) 233-5900.

Basic Skills For Poultry Employees

Rocco, Inc., a poultry-processing company with three plants in Virginia, realized that advances in the industry were keeping many loyal tenured employees unpromotable and that one in six of its 1,750 hourly workers had not finished 8th grade. At another poultry company, WLR Foods, similar problems existed with a GED required for promotion. At the same time, in response to a local PLUS initiative, groups in the Shenandoah Valley had formed the Skyline Literacy Coalition. Among its members were the James Madison University's Reading Center and the Massa Nutter Technical Center (MNTC) which worked with businesses in the area. Rocco approached the Coalition for help and was referred to the Reading Center. This connection became the basis for a multi-partner "Career En-



H.M.S. Bounty

hancement" program funded by a \$300,000 U.S. Department of Education partnership grant with matching support required from the various partners. The partners include Rocco and WLR Foods (whose employees receive basic skills instruction), MNTC (which supervises the teaching staff), and the Virginia Poultry Federation (which provides technical advice about the industry). Shirley Merlin, who developed the overall program, has been released from her duties at the University to direct the project full-time at the Reading Center. The seven worksites of the two companies are scattered over a wide area, much of it rural, so classes are taken to the workers in a customized mobile van equipped with teachers, a computer system, and wheelchair access. The van accommodates up to 12 students a session, going out Monday through Thursday in two shifts of seven hours each. Fridays are devoted to student makeup sessions and paperwork at the Reading Center. The project uses "Comprehensive Competencies Program," a computer-based learning system, together with audio and print materials. Eventually Professor Merlin hopes to add videotapes as well. Some 68 percent of enrollees in the program read below 8th grade level. For more information contact Shirley Merlin, Project Director, Reading Center, James Madison University, Harrisonburg, VA 22807 (703) 568-6284.

The Bounty Of Long John Silver

Long John Silver's is the nation's largest quick-service seafood chain with more than 1,500 restaurants in 36 states. To celebrate its 20th anniversary, the chain recently sponsored a 19-city tour of the H.M.S. Bounty (pictured above) to promote literacy and raise funds for local programs. The tour was made possible with the cooperation of Turner Broadcasting System which owns the Bounty and used it in a recent remake of *Treasure Island*. The tour began last July and ended in November. In each port of call along the East Coast and in the Great Lakes area, a local literacy group (e.g. Literacy Volunteers in Buffalo and in New York City) was given the use of the Bounty for a fundraising dinner to which area residents were invited. In connection with the project, Long John Silver republished the original *Treasure Island Illustrated Classics* which are being sold in all its restaurants to raise funds for a literacy organization yet to be chosen. Encouraged by the response to its effort, Long John Silver plans to continue supporting literacy and is now considering the form its future involvement will take. For more information contact Lane Miller, Vice President, Wolf, Blumberg, Krody, 2368 Victory Parkway, Cincinnati, OH 45206 (513) 751-0258.

(Cont'd on p. 14)

CORPORATE LITERACY ACTION

Cont'd from p. 13)

International Typeface Awards Given

On December 12, the International Typeface Corporation opened to public display at its New York City headquarters the top designs in its 1989 Herb Lubalin International Student Design Competition titled "Illiteracy - The Price." Some 1,300 entries were received from 30 different countries. Eight third prizes of \$500 were awarded to students from the U.S., the Netherlands, West Germany, Czechoslovakia, and Canada. Second prize of \$2,500 went to Debra Bandelin of Syracuse University. The \$5,000 first prize and the 1989 Herb Lubalin Medal was awarded to Lawrence McGarvey from the Fashion Institute of Technology in New York City. The ITC Exhibit will be open until January 25th. It will then be made available for exhibition by interested literacy groups. For more information or to inquire about using the exhibit contact Laurie Burns, Director, ITC Center, International Typeface Corporation, 2 Hammarckjold Plaza, New York, NY 10017 (212) 371-0699.

7-Eleven Stores Backing Literacy

This past November, the Capitol Division of the Southland Corporation's 7-Eleven Stores in Maryland, Washington, D.C., and Virginia launched a new "Read To Succeed" program. Among its activities so far is a tri-state promotional campaign involving newspaper ads and radio spots to build public awareness of illiteracy and motivate businesses in the region to get more involved. On November 4th, 7-Eleven also sponsored a "Black, White, and Read All Over Ball" in Baltimore to encourage that city's attorneys to volunteer for literacy legal work and to raise funds for literacy programs in Maryland. In addition, in a special campaign involving the cooperation of radio disc jockeys, a percentage of the proceeds from every 20-ounce cup of coffee sold by participating 7-Eleven stores in November was used to establish a new literacy grant fund. Small grants will be made out of this fund to nonprofit literacy-providing groups in the three states. Organizations wanting to compete must submit an official application. An advisory group of literacy experts will make grant selections on a regular ongoing basis until the funds are used up, giving preference to proposals that are innovative and likely to achieve the most at



Winning Design in The 1989 Herb Lubalin International Design Competition

the lowest cost. In support of 1990 as International Literacy Year, 7-Eleven plans to continue working in this field. Next month, for example, a special project featuring Rex and Rita, the PLUS dinosaur twins, will encourage parents and children to apply for and use library cards. For more information or to request a grant application contact Rosemary Parker, 7-Eleven Stores, The Capitol Division, 2599, The Southland Corporation, 5300 Shawnee Road, Alexandria, VA 22312 (703) 658-8534.

Holiday Cheer From Smirnoff

Smirnoff Vodka, a division of Heublein, Inc. in Hartford, Connecticut, has just concluded a special holiday campaign to support Literacy Volunteers of America. In November, LVA's national headquarters in Syracuse was given an outright general support grant of \$100,000. Then from early December to mid-January, Smirnoff ran full-page ads (valued at \$1 million) in some 20 major consumer magazines. The campaign had three broad purposes: to raise awareness about LVA's work, help recruit volunteers to local LVA programs, and encourage its readers nationwide to send donations to LVA. The company also set up canisters and displays in bars, restaurants, and retail stores to raise funds for local affiliates of LVA. For more information contact Jonathan McKallip, Director of Development, LVA, 5795 Widewaters Parkway, Syracuse, NY 13214 (315) 445-8000.

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND CONTRIBUTIONS

The Amarillo (TX) News and Globe-Times operates a Golden Spread Literacy Fund to raise money for local literacy efforts. The company itself has donated \$1,000 in each of the past two years to the Fund and last August sponsored a golf tournament to raise additional money. The newspaper has also run front page testimonials from adult learners who have benefited from literacy services.

Atlantic Financial Bank last summer made a second \$1,000 grant to the Raleigh County (WV) Public Library for purchase of literacy instruction materials.

The Bar Association of Metropolitan St. Louis and the Literacy Council of Greater St. Louis have produced brochures explaining legal information in plain English for use in local legal-assistance, employment, and basic education programs.

Boise Cascade has donated 390 tons of newsprint to *Young American*, a national newspaper for children. *Young American* is used in schools nationwide and by the Kenan Trust Family Literacy Project. The Boise donation was arranged in collaboration with "Read America, Win America" and is part of the \$200,000 "Ready to Read" program launched by the company a year ago. This program purchases books for elementary school libraries, works with schools to promote reading activities, and encourages Boise employees to serve as volunteers in local reading programs.

Burdine's Department Stores donated 10 percent of its sales on November 18th to the Adult Literacy League and other non-profit organizations in Orlando.

The Charleston (SC) Trident Board of Realtors recently held an auction netting \$1,850 for the Trident Literacy Association. **The News and Courier Foundation** of Charleston made a \$5,000 grant to help the Association add paid staff. **The Charleston News Company** provides free magazines for use in Association tutoring sessions. **The American Business Women's Association** donated \$300 and Krispy Kreme Donuts provided refreshments for a tutoring workshop at the Association.

The Chicago Tribune Charities granted more than \$500,000 to literacy organizations in 1989, primarily in the Chicago area. These funds came largely from special Charities-sponsored events, such as an annual presentation of "The Nutcracker."

Coors Brewing, Gannett Foundation, and Capital Cities/ABC were among those funding the second National Student Congress held in Washington, D.C. in September.

The First City Company has donated office space in a shopping center to the Greater Pittsburgh Literacy Council. In September, **Thomas J. Lipton, Inc.** sponsored a Lipton Race to Read "fun run" to raise money and awareness for the Council. The event was publicized on **WTAE-TV** and covered live on **WAMO AM** radio. **IBM** last year gave ten computers to the Council (and also donated equipment to the Florida Literacy Coalition).

The Fort Lauderdale News/Sun-Sentinel Charities has created a special \$100,000 endowment from which grants will be made to local literacy organizations. This fund was announced on International Literacy Day, September 8th. The newspaper has also been running ads in its classified section to help recruit students for literacy programs.

The Gannett Foundation, Citizens First National Bank, The BOC Group, Columbia House/CBS Records, Paine Webber, Creative Business Strategies, IBM, Crum and Foster, Allied/Signal, Macy's, and New Jersey Bell are recent donors to LVA-New Jersey. Early last year, New Jersey Bell carried an article on adult literacy by Harold W. McGraw, Jr. of BCEL in a special business and education issue of the **New Jersey Bell Journal** aimed at opinion leaders around the state.

In October, **Grumman Corporation** underwrote the costs of a conference for the Long Island affiliates of Literacy Volunteers of America.

The Kapaa (HI) Rotary Club has donated instructional videos and workbooks to the Mayor's Council for Literacy on the island of Kauai. Funds for the material were raised at the Rotary's "Taste of Hawaii" banquet featuring local delicacies.

Lone Star Construction owner Jeff Booth serves as president of the Amarillo Area Adult Literacy Council. **The Junior League of Amarillo** recently made a three-year, \$19,500 grant to the Council to partially cover the coordinator's salary. **Levi-Strauss Foundation** awarded \$2,000 and the **Potter-Randall Medical Auxiliary** contributed \$400 to pay for teaching materials. The Ladies Auxiliary of **Amarillo Firefighters Local 542** provided lunch for volunteers working to open the Council's new office. And **K Mart, Wal-Mart, Arden's, Ben Franklin Crafts, T.G. & Y., Jones-Blair Paint, and Glidden Paint and Wall Trends** discounted or contributed items used in the preparation of the facility.

The Monsanto Fund has awarded LIFT-Missouri \$38,000 to develop three courses for literacy providers in collaboration with the State Department of Education and the University of Missouri at St. Louis.

In September, **The Philadelphia Bar Association's** Young Lawyers Section sponsored a volleyball tournament raising over \$2,000 for the Mayor's Commission on Literacy. **Continental Bank** purchased court space to make the tournament a permanent event. One member of the Bar Association also started a "Lawyers for Literacy" group last May after serving as a tutor herself. More than 50 people from the city's legal community have now signed up as tutors.

In October, **Philadelphia Magazine, Philadelphia Daily News, The Tierney Group, and WWDB Radio** supplied celebrity commentators for "Outrageous Observations," a mock debate which raised \$17,000 and awareness for Philadelphia's Center for Literacy. The event, televised on **WPVI-TV**, pitted the celebrities against each other as they commented on current

and future events. The audience aimed questions at the commentators and also bid on autographed books supplied by publishers and authors. Other companies supporting the event with financial or in-kind assistance were **ARCO Chemical Company, Babe's Steakhouse, Bell of Pennsylvania, CIGNA, Gallery at Market East, Great Western Champagne, IBM, Mellon Bank East, Meridian Bank, Nabisco, Philadelphia National Bank, Philadelphia Publishers Group, Philadelphia Newspapers, Provident National Bank, Robertson's of Chestnut Hill, and Sun Company. Philadelphia Newspapers** also supported the Center by hosting a Student Speak-Out for its students in September.

The Philadelphia Phillies hosted more than 100 literacy tutors and students at a special Literacy Night at Veterans Stadium in September. A representative from the Mayor's Commission on Literacy spoke to the crowd about adult literacy efforts in the city.

PIP Printing provides printing services to California Literacy (CalLit) affiliates. CalLit receives credits with which to purchase services at a discount whenever a PIP customer accompanies an order with a special literacy coupon distributed by the company.

Scripps Howard Foundation recently made a \$6,000 grant to the Overton County (TN) Literacy Program. The donation was made on behalf of TeleScripps Cable, a subsidiary of Scripps Howard, and will be used to expand the program's computer-assisted instructional services. TeleScripps has also provided television coverage of local literacy efforts.

Steelcase Foundation recently awarded \$10,000 to the Kent County (MI) Literacy Council to support special fundraising, data collection, and tutor support activities. The Foundation is considering an additional \$10,000 grant to the Council pending the outcome of the first grant. The Council also received a two-year \$15,000 grant from the Grand Rapids Foundation.

Sun Refining and Marketing Company has established a \$12,500 fund for literacy programs in communities near the company's refinery in Marcus Hook, PA.

Today's Vision, a Houston-based optometric firm, has been providing comprehensive eye exams for literacy students at the Houston READ Commission Learning Center. The project uncovered many vision problems frequently undetected by common eyechart tests. Using Job Training and Partnership Act funds, the company provided free eyeglasses to learners needing them.

PLANNING, AWARENESS, AND RESEARCH

The American Optometric Association ran a front-page story on optometrists' involvement in literacy efforts in the October issue of its newspaper.

The Austin American-Statesman, Austin Chamber of Commerce, Austin Region Job Service Employer Committee, Austin/Travis County Private Industry Council, Capital City Chamber of Commerce, Hispanic Chamber of Commerce, IBM, International Association of Personnel in Employment Security, and KLRU-TV co-sponsored a workplace literacy conference for business leaders in Austin, TX in October.

The Frankfort (KY) State Journal has won the **Inland Press Association's** 1989 Community Service Award for its efforts to promote literacy in the state.

The Gainesville (FL) Sun and the Literacy Network of Alachua County sponsored a month of literacy-related activities following International Literacy Day on September 8th. Elementary and secondary school students pledged to read toward a combined goal of one million minutes during the month. Readings were done at assemblies, picnics, read-ins, and dramatic presentations, and more than four million minutes were logged. A Family Literacy Festival at the newspaper's plant

wrapped up the month with running/walking races for over 200 contestants, along with appearances by puppets, actors, a disk jockey, and the mayor.

The Indianapolis Jaycees with city and state government offices have launched "Project 100% Literacy" to raise literacy awareness and seed money for a state literacy foundation. To kick off the project, the Jaycees held a dinner dance for local public and private-sector leaders.

Mellon Bank President and CEO, Anthony Terracciano, hosted a May meeting of Pittsburgh business leaders and educators to discuss a possible regional workplace literacy initiative. Organized by the United Way of Allegheny County, the meeting featured a presentation by **Thrifty Drug** President Robert Hannan. Later that day, Messrs. Terracciano and Hannan spoke at the annual awards luncheon of the Greater Pittsburgh Literacy Council, an event underwritten by **Donnelley Directory** and some 20 other companies and community leaders. In November, Mr. Terracciano was the featured speaker at a cocktail party for the city's business leaders which was sponsored by **Executive Report** (a local business magazine) and the United Way to raise funds for local literacy groups.

Motorola Inc. and William Rainey Harper College were recently given a national Partnership Award by the Keep America Working Awards Committee of the American Association of Community and Junior Colleges. The award was in recognition of the education and training program operated by the company and College for 1,500 Motorola workers in Arlington Heights, IL.

Outdoor Advertising last fall donated 150 billboards for use by LIFT-Missouri in a statewide literacy awareness campaign.

Public Service Electric and Gas Company encouraged its New Jersey customers to get involved in family literacy activities via a flyer enclosed with monthly bills in October.

The Southern Newspaper Publishers Association is now in its second year of literacy-related activities. SNPA Literacy Director Mary Ann Gentile told attendees at the Association's October conference that newspapers should continue to promote literacy awareness, serve as catalysts for change, and share information with other newspapers about effective ways of getting involved.

EMPLOYEE BASIC SKILLS PROGRAMS

Appalachian Computer Services provides basic skills instruction for its data-entry workers in collaboration with Eastern Kentucky University under a grant from the U.S. Department of Education.

The Boca Raton Resort & Club operates an ESL program for 75 immigrant employees. The curriculum focuses on job-related tasks, intercultural issues, and personal development.

First Hawaiian Bank and Roberts Hawaii, Inc. are piloting a job-related basic skills program operated by the Hawaiian Educational Council with funding from Alu Like.

Harrah's Marina Hotel/Casino has arranged with LVA-New Jersey to train employees to tutor fellow employees at the Atlantic City facility.

The Palm Beach Post has set up on-site employee basic skills classes taught by local ABE teachers and using computers as one instructional mode. Employees are released during their regular work hours to attend the classes.

Tony Roma's has an ESL instructor providing a job-related basic English course to immigrant employees at its restaurant outside the gates of Universal Studios in Los Angeles.

Turkeyway Park is one of four thoroughbred racetracks in Kentucky offering GED classes to employees in collaboration with the **Horsemen's Benevolent and Protective Association**, the Race Track Chaplaincy of America, and local ABE offices.

AVAILABLE FROM BCEL

• **INDEX TO BCEL NEWSLETTERS**, prepared by Marie Longyear, is a 20-page organization, title, and name index covering BCEL Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. It will be useful to readers who keep and use their newsletters as an ongoing reference tool. Supplements will be issued periodically. (\$2.00)

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a 54-page resource designed primarily for local literacy programs. Part I discusses the corporate-giving environment and forms of corporate giving. Part II gives step-by-step guidance on all aspects of corporate fundraising, from identifying companies to solicit, to proposal preparation and follow-up. Part III deals with forms of indirect corporate giving. (\$5.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers wishing to address the basic skills problems of their workforces. It provides detailed guidance on how to plan and implement an effective job-related basic skills program. (\$5.00)

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$2.00)

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.10 a copy thereafter.

• The September 1988 issue of *Business Week* contained an excellent special report titled "HUMAN CAPITAL: The Decline of America's Workforce." Reprints are available from BCEL for \$1.50 a copy.

• In the U.S. and Canada, subscriptions to the *BCEL Newsletter* are free and back issues are available at no cost for up to 6 copies per issue, per organization, and at \$.50 a copy thereafter. Foreign subscriptions are 20 U.S. dollars annually, pre-paid, and back issues will be provided on request for \$.50 a copy. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.

• BCEL's *State Directory of Key Literacy Contacts* is an aid for both the literacy and business communities. (\$5.00)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (1985) consists of two BCEL monographs (one by David Harman, the other by Donald McCune and Judith Alamprese) which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action. (\$10 the set)

• **PIONEERS & NEW FRONTIERS** (1985) is a BCEL monograph by Dianne Kangisser which assesses the role, potential, and limits of volunteers in combating adult illiteracy. (\$5.00)

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

BCEL Professional Advisors

William Bliss
President
Language & Communication
Associates

Jeanne Chail
Director, Reading Lab
Graduate School of Education
Harvard University

Heleen Crouch
Executive Director
Literacy Volunteers of America

Paul Deiker
President
Strategic Educational Systems

Jean Hammink
Director
Urban Literacy Dev. Fund

David Hargreaves
Executive Producer & Head
Adult & Continuing Education
British Broadcasting Corp.

David Harman
President
Institute for Corporate Education

Barbara Holmes
Director, Adult Literacy Project
Education Commission of
the States

Judith Kokloski
Executive Director
American Association for Adult
& Continuing Education

Larry Mikulecky
Director, Learning Skills Center
Indiana University

Julia Palmer
Executive Director
American Reading Council

Susan Peterson
Vice President
The HRD Department, Inc.

Dorothy Shields
Director, Education Programs
AFL-CIO

Wood Smethurst
Director, Reading Center
Emory University

James Sooby
Executive Director
Council of State Policy
& Planning Agencies

Stephen Steurer
Executive Director
Correctional Education Assn.

Tom Sticht
President
Applied Behavioral and
Cognitive Sciences Corp.

Linda Stoker
Vice President
Cox Educational Services, Inc.

Peter Waite
Executive Director
Laubach Literacy Action

Mary Greich Williams
Director, Div. Adult Education
Indiana Dept. of Education

Chris Zachariadis
Executive Director
Association for Community
Based Education

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Business Council for Effective Literacy

1221 Avenue of the Americas — 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

ROLLIN' FOR READIN'



Photo Courtesy Of PIP Printing, Oklahoma City

This space in the BCEL Newsletter is usually reserved for analysis and discussion of substantive issues facing the adult literacy field. But in checking details for what began as a short News In Brief item we came upon a larger story, so rich in texture, possibility, and inspiration that we felt it deserved feature attention. It is a story worth telling not just as a fascinating account of one woman's extraordinary commitment to literacy—though that is reason enough—but because new literacy activities and partnerships are being generated in communities throughout the Southern U.S. as a result.

On January 10, when 47-year-old Toni Cordell, a former non-reader, roller-skated into Palm Springs, California, she was hailed by honking horns and trucks, crowds of cheering students, teachers, community leaders, and a battery of TV, radio, and newspaper people. In honor of her arrival in Palm Springs, January 10 was named Toni Cordell Day, and the entire week, which happened to coincide with an international film festival, was christened Literacy Week. That evening Toni was guest of honor at a dinner in Mayor Sonny Bono's restaurant, and, by all reports, by the time she left town, awareness and commitment were at an all-time high.

Palm Springs was one of Toni's first stops in an ambitious five-month cross-country roller-skating tour (averaging 125 miles a week) that began in California on January 2 and will end in Florida on May 28. The purpose of this unusual tour is to focus

media attention on illiteracy at the local level and to encourage non-readers, tutors and potential tutors, literacy-provider groups, and local businesses to do as much as they can to advance literacy in their own communities.

Those who have not yet heard of Toni Cordell undoubtedly will. Her optimism, unique personal life, flair for capturing and motivating an audience, and unflagging commitment to promoting literacy, especially at the local level, are gradually making her a well-known figure. Toni's tour, called "Rollin' for Readin'", is the latest step in a long hard struggle which led a sickly child who fell behind in school to master reading in her mid-40's. Toni was born in the Hunter's Point section of San Francisco, a poor, ethnically-mixed neighborhood bordering the city's slaughterhouse district. Numerous childhood illnesses kept her in and out of hospitals and caused her to miss the foundations of basic skills in school. To make matters worse, her family moved frequently so she was often placed with students at completely different levels. Throughout her time in school, Toni felt "inferior and stupid." Her feelings of inferiority led to rebellion and defiance, and she was regularly sent home from school because of her disruptive behavior. As if to compensate for her lack of reading skills and frail early years, she became adept at athletics and anything "mechanical." She managed to "slip through high school," but was resigned to never going further.

Despite her low reading skills, she did possess two qualities that turned out to be major assets later on: she was very attractive and she could express herself well verbally. To her amazement, she entered and won a beauty contest (and a scholarship to design school), which she attributed to the answers she gave one of the judges. "If you had flour, milk, eggs, sugar, and yeast," he asked, "what would you make?" She replied: "Since I can't cook, I'd probably make a mess." The audience roared, and for the first time, Toni says, she felt good about herself.

Marriage to newsman Carlton Cordell took her to Alabama and then Oklahoma. Toni got a job as a camerawoman and won an Associated Press Award. Her sense of composition and good mechanical skills served her well. She went on to make documentaries in India, Honduras, and Africa. Yet, all through this, she lived with her demoralizing secret. She

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BCEL EDITORIAL

by **Harold W. McGraw, Jr.**
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

The cause of adult literacy in this nation is at a turning point. Although we all know that the states have primary responsibility for ensuring literacy services, there is also no doubt about the need for a greatly strengthened federal leadership role. For the past few years literacy groups and a growing number of business leaders have been concentrating much of their attention on helping to build that federal role and the strong national framework so urgently needed to assure a coordinated quality effort.

Thanks to Congressional initiative, we are on the threshold of reaching that objective. Senator Simon's "National Literacy Act of 1990" has already been passed by the Senate by the impressive vote of 99:0, and the House version, Congressman Sawyer's "Adult Literacy and Employability Act of 1990," enjoys wide bipartisan support and is currently being considered as part of Congressman Hawkin's new Equity and Excellence in Education Act.

My BCEL colleagues and I are particularly gratified by the number of business leaders who are speaking out in support of the pending Sawyer bill, including its provision for a national adult literacy center independent of any specific federal agency. This latter provision is widely seen as having tremendous importance if we are to address the many substantive problems the field already faces and will face well into the future. Thus, if you haven't yet personally made your views known to your representatives, we urge you to do so in the next few weeks. Your voice can indeed make a difference.

It is equally important at this juncture for all of us to remember why the new federal legislation is so essential, and correspondingly why similar activities at the state level matter so much. The real heart of the national literacy movement continues to be the work being done against great financial odds by local literacy groups in thousands of communities across the country. The demand on these groups for local instructional services is growing rapidly, and along with it time-consuming requests from public agencies for increased accountability and program effectiveness. The capacity of local service groups to keep their heads above water depends very much on strong state and federal leadership and funding, but also on thoughtfully designed frameworks, starting at the federal level, to support and guide their work.

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NEWS IN BRIEF

Night Of A Thousand Stars

On April 25 more than 1,000 school and public libraries across the country will host an event called "Night of a Thousand Stars" to focus attention on family literacy and the leadership role of librarians. The activity is being sponsored by the American Library Association and the American Association of School Librarians and will coincide with National Library Week. The audience will consist of children and their parents. Although the format, time, and type of "star" will vary from place to place, all 1,000 events will center on a well-known person reading aloud from favorite works — famous writers, athletes, civic and business leaders, or well-known community figures. Among those involved, for example, will be Stephen King, Ben and Jerry, Buster Douglas, Rosie Greer, Pete Seeger, First Lady Lynne Waihee of Hawaii, Cleveland Amory, and Nikki Giovanni. In one library, an actor will celebrate William Shakespeare's birthday (which happens to fall in the same week) by dressing as the Bard and reading from his work. To convey that librarians are "stars of information," the slogan to be used is "Reach for a Star — Ask a Librarian." For more information contact Linda Wallace, Director, Public Information, American Library Association, 50 E. Huron Street, Chicago, IL 60611, (800) 545-2433.

New Workplace Studies In Process

Three new studies on workplace and workforce literacy should bring better understanding and more effective practice and policy development to this pressing area of need:

- **The Work in America Institute** has begun a three-year study of "Job-Linked Literacy Programs." Funding for the project has been provided by the Hewlett and Ford Foundations and several major corporations including **General Electric, Exxon, Chemical Bank, and Eastman Kodak.** Under the chairmanship of Clark Kerr, a National Advisory Committee of business, government, and education leaders will hold its first meeting in June to help shape the project. Tom Sticht of Applied Behavioral and Cognitive Sciences will serve as technical consultant. The study will examine two kinds of basic skills programs, those designed for marginally-skilled new entrants to the workforce and those designed to

improve the job performance and promotability of persons already employed. The project will examine a range of workplace and workforce programs to determine their instructional and cost effectiveness. Based on the findings, model approaches will be recommended for adoption by unions and employers. As a part of the effort, several pilot programs will be tested with the Institute providing technical assistance back-up. For more information contact Robert Zager, Vice President, Policy Studies, Work in America Institute, 700 White Plains Road, Scarsdale, NY 10583.

- Last October the **National Center on Education and the Economy** (Rochester, New York) established a Commission on the Skills of the American Work Force. The Commission, co-chaired by Ira Magaziner and former Secretaries of Labor Bill Brock and Ray Marshall, is composed of some 34 high-level business, union, government, and education leaders. It has been overseeing an international study of competitive government and business strategies in seven countries, with a primary focus on the worker skills needed by employers in those countries and the steps being taken to assure the necessary skills. A major purpose of the study is to produce an international data base that will better inform U.S. policymakers, educators, and the business community about how to raise the skills of line workers already on the job in this country, as quickly and broadly as possible. To this end, more than 2,000 interviews are being held with plant executives, employees, and policymakers in the U.S., Germany, Sweden, Denmark, Ireland, Japan, and Singapore. Funding for the study comes from the Carnegie Corporation (\$250,000) and New York State, with substantial executive time loaned by involved businesses, unions, and universities. The final report is expected to be available by summer. For more information contact Joan Wills, Project Director, Commission on the Skills of the American Work Force, National Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614, (716) 546-7620.

- **Berkeley Planning Associates**, a private research organization founded in 1972 and experienced in labor market research for federal and state governments, has received a grant from the Small Business Administration for a study of some 25 workplace literacy programs being operated for or by small businesses. The project will develop case study profiles of projects that work well

and then produce a final report and "how to" information for use by small businesses and literacy groups. The report should be available by the end of 1990 or early in 1991. Groups that are involved in small business literacy programs are encouraged to send information about their work and program results to Berkeley for possible inclusion in the study. For more information contact Lauren Clausen or Mary Vencill, Berkeley Planning Associates, 440 Grand Avenue, Suite 500, Oakland, CA 94610, (415) 465-7884.

National Literacy Honors

On March 18, in its first national Showcase, **Bell Atlantic** sponsored a one-hour ABC-TV special hosted by President and Mrs. Bush. The event, called "To Be Free: The National Literacy Honors from the White House," was taped on February 11 in the East Room of the White House with a number of entertainment stars taking part. Those honored were Harold W. McGraw, Jr., Wally "Famous" Amos, three tutors, and three new adult learners. The honorees were presented with a medal and a certificate given by Project Literacy U.S. (PLUS) and the National Coalition for Literacy. The special program officially launched the fifth year of the PLUS campaign whose next theme is workforce literacy.

The Hewlett Foundation & Literacy

In late 1987 the William & Flora Hewlett Foundation in Menlo Park, California commissioned a working paper on the illiteracy problem with recommendations for a grantmaking role. Since then, the Foundation has made several major grants in the field. "We are focusing our efforts on adult literacy," says president Roger Heyns, "and have a strong emphasis on workplace literacy and projects of national significance." So far, Hewlett has given nearly \$1 million in grants to seven organizations. BCEL has received \$125,000. Friends of the Public Library in San Francisco got \$5,000 to support Project Read, a literacy program that trains basic skills tutors. LVA-Berkeley received \$50,000 to strengthen its technical assistance services for local LVA affiliates in California. The Modern Language Association of America (NYC) received \$15,000 for a collaborative project between academic researchers and literacy groups and a follow-up conference next year. The Southport Institute for Policy Analysis got \$325,000 for preparation of the *JUMP START* report and subsequent technical as-

sistance activities. Southwestern University in Georgetown, Texas was given \$150,000 for a computer-based literacy program to be carried out jointly with the City's school district and local business and civic groups. Just recently, The Work in America Institute was granted \$300,000 for a three-year national study of "Job-Linked Literacy Programs." For more information on Hewlett's interests and guidelines, contact The William & Flora Hewlett Foundation, 525 Middlefield Road, Suite 200, Menlo Park, CA 94025, (415) 329-1070.

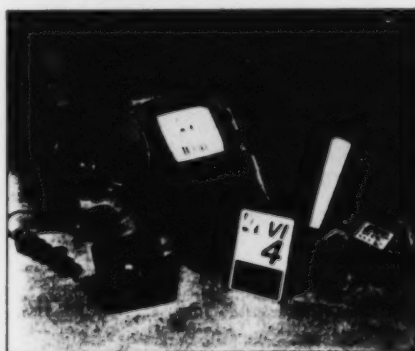
LVA Stars in Literacy

On February 9 Literacy Volunteers of America (LVA) launched a new two-year campaign — LVA Stars in Literacy — in a gala event at the Museum of Natural History's Hayden Planetarium in New York City. Those honored included six adult literacy students and prominent supporters of literacy such as First Lady Barbara Bush, Liz Smith, Arby's president Frank Belatti, Paul Overstreet, and a representative from Home Box Office (HBO). Each awardee was given a special LVA Star symbolizing the campaign's theme. The initiative has two broad goals: to heighten public awareness of LVA's services, needs, and accomplishments, and to attract volunteers, students, and funds. The campaign will be promoted over the next two years on radio, television, and in the print media, with athletes, actors, tutors, and learners carrying the message. Arby's and HBO have already donated 150,000 posters to kick off the various awareness activities planned. And in keeping with the theme, a literacy student from each of the states has signed a star to be taken aboard a future NASA shuttle flight and then presented to his or her governor. For more information or to sponsor an event, contact Beverly Miller, LVA, 5795 Widewaters Parkway, Syracuse, NY 13214, (315) 445-8000.

IDEA EXCHANGE: The Q Solution

AISI, Inc. of Indianapolis, Indiana has spent many years developing an electronic device that may have potential as a learning tool in adult literacy programs. Known as "The Q Solution," the device (pictured on this page) consists of a Walkman-like power supply box with built-in speaker, earphones, an electronic "Q-pen," and plastic bar-code cards containing word lists and other curricular material. Some custom print curricula is already available, including word list packets, to accompany the bar-code cards.

Information imbedded on the cards is spoken aloud by the machine when the user inserts the card and slides the Q-pen over symbols contained on the print material. Aside from the obvious potential of the system for the visually-impaired, the firm foresees several other applications: in ESL programs, as a supplemental job and learning aid in the workplace, and as a primary or supplementary tool in various general literacy settings. The Marion County Public Library System, which houses some 350 adult literacy programs scattered throughout local libraries in the Indianapolis area, has ordered 10 sets of the system (\$500 each) for a pilot program just getting underway and expects to acquire more. "I feel that this new system has the potential to reach the non-reader who will never come forward and join a program, but would be willing to rent out and take home this device like a videotape. Actually, it might even motivate such people to join a program later," says Catherine Gibson, Coordinator of Advanced Services for the Library System. As the product is still in the developmental mode, AISI would welcome hearing from literacy groups and businesses that want to examine the program and discuss how and whether it might be adapted to their particular instructional settings. Contact Gerald Del Monico, Vice President, AISI, Inc., 152 Harrow Road, Westfield, NJ 07090, (201) 232-5336.



PIC Leadership Institutes Planned

In a project developed by the National Alliance of Business, IBM, the U.S. Department of Labor, and the National Association of Private Industry Councils, two "PIC Leadership Institutes" are being held this month in Tampa, Florida and Los Angeles, California. With funding provided by IBM, up to four representatives each from private industry councils in some 39 cities have been invited to join in 2½ day

sessions to begin developing an employment policy agenda for the 1990's and to design strategies for increasing business involvement in publicly-funded job training and education activities. The overall goal of the Institutes is to "advance the technical, programmatic and policy knowledge of the men and women who oversee job training initiatives in America's large urban areas." Fred Friendly of PBS will attend both sessions and lead a socratic dialogue on building an effective workforce. Depending on the outcome of the Institutes, the sponsoring organizations will explore ways the concept might be expanded in the future. For more information contact Steven Golightly, National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005, (202) 289-2888.

Upcoming Conferences

- The Work in America Institute will sponsor a conference in Chicago on May 2, called "Linking Home and School Through the Workplace." Employers conducting pilot work-site workshops to help employee parents assist their children's learning will discuss their experiences to date. Reports will be selected from among the following private and public organizations participating in the pilot effort: the Amalgamated Clothing and Textile Workers Union, Digital Equipment Corporation, The Menninger Clinic, the New York State Department of Labor, Sheet Metal Workers, UAW/Ford and UAW/GM Training Centers, and the New York State Office of Mental Retardation. For more information contact Jeri Darling, Work in America Institute, 700 White Plains Road, Scarsdale, NY 10583, (914) 472-9600.

- "Building a Workforce for the South," a regional conference based on the first round of Workplace Literacy Partnership grants of the U.S. Department of Education, will be held in Atlanta from June 21-23. For information or to register contact Lynn Dee Garrett, Workplace Literacy Conference, Perkins 202, Eastern Kentucky University, Richmond, KY 40475.

- "Responsibilities for Literacy: Communities, Schools, and Workplaces," is the theme of a national conference to be held from September 13-16 in Pittsburgh under the sponsorship of the Modern Language Association, the Federation of State Humanities Councils, and the University of Pittsburgh. The get-together will explore demographic and economic changes in the U.S.

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NEWS IN BRIEF

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and their implications for literacy practice in schools, colleges, community centers, and workplaces. Government policy implications will also be considered. For information contact David Laurence, Director of English Programs, Modern Language Association, 10 Astor Place, New York, NY 10003, (212) 614-6317.

In The States

• In **Connecticut**, the State Department of Education, Governor's Coalition for Literacy, and Department of Higher Education hosted a "Summit on Adult Literacy & Education" on March 6th, with Harold McGraw of BCEL giving the keynote address. Some 100 business, legislative, and education leaders met for preliminary discussions about a new Department of Education white paper titled "Educating Adults for the Twenty-First Century." Consensus was reached on a number of the paper's recommendations, and further meetings will take place to advance implementation of the plan. The plan proposes an ambitious and comprehensive agenda for developing expanded and more effective literacy services across the state, including regionalization of service areas. The state's Employment and Training Commission now recognizes literacy as one of its top priorities.

• The **Massachusetts** Workplace Literacy Initiative, which is part of a comprehensive statewide literacy plan, is currently encouraging its local employee basic skills programs to establish strong multi-sector advisory boards composed of the employers, unions, education institutions, and workers involved in the programs. The Initiative is also developing special curricula around the statistical process control systems being adopted by many small manufacturers around the state. About half of the companies participating in the state's workplace projects are small businesses with from 200-500 employees. The state's overall literacy plan calls for some \$50 million to expand literacy services, and about \$25 million in public funding has already been made available.

• The **New Mexico** legislature allocated \$185,372 in February to 29 literacy projects statewide, including six family literacy programs, sixteen programs using electronic technology, and seven serving Native American communities.

• In **New York**, to deal with the education provisions of the new welfare reform legislation, the Departments of Education and Social Services are working together to break down traditional barriers between services provided to welfare recipients. Funds from adult education, welfare education, vocational education, JTPA, social services, and other sources are being pooled to support actual education services, and local and state-level public agencies and literacy provider groups are being coordinated so that appropriate referrals can be made by public agencies. Among other activities, during 1990-91 the state will implement four pilot Neighborhood Education and Training for Work (N.E.T.WORK) sites for mothers on public assistance and their children. The program will provide career counseling, basic skills instruction,

and parenting services to the mothers, with a portion of each day devoted to mothers and children reading together.

• The **Ohio** Department of Education has made \$2 million available for grants to literacy programs other than state ABE programs for the period April 1990 through December 1991.

• In **South Carolina**, the Governor's Initiative for Work Force Excellence will host its 1990 Spring Conference on April 30 and May 1st, providing employers with a forum for discussing workplace literacy issues and exploring program approaches to developing more highly-skilled workers in the state. The Initiative reports some 346 workplace programs in various stages of development around the state, with nearly 4,000 workers participating.

LEGISLATIVE UPDATE



Analysts currently expect that by summer the literacy bills of Senator Simon and Congressman Sawyer will reach joint-committee stage where they will be merged into a single bill. Meanwhile, the specific provisions of the Sawyer bill, including its independent national center, have wide support from the literacy and business communities. As of March 28, the status and major provisions of the two bills were as follows:

THE ADULT LITERACY & EMPLOYABILITY ACT OF 1990

Sawyer — formerly H.R. 3123, now Title V of H.R. 4379, the Equity and Excellence in Education Act introduced in the House by Congressman Hawkins on March 26

A. Planning, Research, & Coordination

Establishes an *Interagency Task Force* for coordinating and planning federal literacy programs and for setting and tracking goals. (\$1.2 million for each fiscal year 1991 through 1995.)

Creates a *National Institute for Adult Literacy* — as a nonprofit corporation that is not an agency of the federal government — with research, technical as-

sistance and training, and policy analysis divisions. (Authorizes \$25 million each year from fiscal 1991 through 1995.)

Calls for coordination and evaluation of federal and state literacy programs by the Secretary of Education in consultation with the Interagency Task Force. Charges the Secretary to develop and implement a 10-year plan for improving all federal programs. Authorizes the Assistant Secretary for Vocational and Adult Education to coordinate all Department of Education literacy programs.

Requires the states to establish State Advisory Boards on Literacy to advise the governors on all aspects of service delivery.

Authorizes the Secretary of Education to make grants to establish or strengthen state or regional adult literacy resource centers as points of linkage to the National Center. (\$25 million, to be matched by the states, in each fiscal year 1991 through 1993 and such sums as necessary in succeeding fiscal years.)

Requires governors and state advisory boards to develop 5-year State Literacy Coordinating Plans and to report annually to the Secretary of Education and the Interagency Task Force on progress toward reaching their goals.

B: Investment In Adult Literacy

Authorizes increased funding for the basic ABE state-grants program to \$350 million a year from fiscal year 1991 through 1995. Amends ABE to assure funding access by community-based and volunteer literacy programs as well as expanded support for statewide volunteer technical assistance projects and innovative demonstrations. Reconstitutes the current State Advisory Council on Adult Education as the State Advisory Board of Literacy.

Establishes a program of State Matching Grants for Training and Technology through the Department of Education. (\$60 million a year in fiscal year 1991 and in each succeeding year.)

Establishes a Literacy Leader Training Fund in the Department of Education for scholarships to individuals pursuing careers in adult literacy instruction, management, research or innovation, or for purposes of education or research to expand their

KET's New Intermediate Skills Series

In December, some 40 U.S. and Canadian specialists were named to a task force and brought together by Kentucky Educational Television (KET) to provide guidance on how best to shape and target a new televised math and writing program for adults with intermediate-level skills. Since then, KET writers, producers, and directors have been scripting the series and production is expected to start by late summer. KET produced the award-winning "KET/GED Series," an instructional television program that has been adopted by many of the states. For more information contact Ellen Cree, Adult Education Manager, KET-Enterprise, 2230 Richmond Road, Suite 213, Lexington, KY 40502, (800) 354-9067, or in Kentucky (606) 269-2445. ■

CORRECTIONS

In the January 1990 Newsletter piece called "Basic Skills For Poultry Employees" (p. 13, col. 1), the organizational name of one partner in the program discussed should have read **Massachusetts Technical Center**.

The feature article on "STANDARDIZED TESTS: Their Use & Misuse" contained a footnote to service providers (p. 1) that may be misleading. The U.S. Department of Education offers the following clarification: State Departments of Education will determine the evaluation approaches that local programs implement and the extent of their responsibility for test-based data gathering under the Adult Education Act amendments. This may include one-third of programs or a larger number or even all local programs. Even if a State decides to use only one-third of local programs for its sample, that sample must be statistically representative of programs throughout the State. (See highlighted entry under Tools Of The Trade, p. 8, in this issue of the Newsletter.) Also note that the title and address for Susan L. Lytle, listed on p. 9 of our testing article, should have been Associate Director, Literacy Research Center, Graduate School of Education, University of Pennsylvania, 3700 Walnut Street, Philadelphia, PA 19104.

expertise. (\$10 million in fiscal year 1991 and such sums as necessary thereafter.)

C. Workforce Literacy

Establishes the *National Workforce Literacy Strategies Program*. The Secretary of Labor, in consultation with the Secretary of Education, would provide grants for large-scale models and strategic approaches to improving the basic skills of the current workforce on a statewide, industry-wide, and regional basis. Business, industry, and labor organizations, singly or as consortia, would work with government agencies in preparing and submitting grant applications. (\$90 million per year from fiscal year 1991 through 1995.)

THE NATIONAL LITERACY ACT OF 1990

Simon — S. 1310, passed 99:0 February 6

Title I — Literacy Coordination

Establishes the *National Literacy 2000 Federal Interagency Council* to coordinate and monitor government literacy activities and integrate them across all departments and agencies. The Department of Education would coordinate the Council's work and help with implementation. (Each department with membership on the Council would contribute \$100,000 and each agency \$20,000.)

Creates a *National Center for Literacy* to provide a focal point for research, technical assistance, policy analysis, and program evaluation. The Center would be established and operated by a nonprofit organization or consortia through a Department of Education grant competition. (\$10 million for fiscal year 1991 and such sums as may be necessary for 1992 and 1993.)

Amends the Adult Education Act to provide for the development of *State Literacy Resource Centers*. States would apply to the Department of Education for grants to supplement their own funding. (\$15 million for fiscal year 1991 and such sums as may be necessary for 1992 and 1993.)

Title II — Workforce Literacy

Authorizes increased funding for the ABE state-grants program of \$100 million a year over the prior

year's appropriation through 1993. Strengthens the teacher training component of ABE by allowing states to allocate a larger percentage of their basic state-grants funding for such training. Increases funding for workplace literacy grants, from the Department of Education in consultation with the Department of Labor and Small Business Administration, to \$50 million per year through 1993. Provides \$5 million for fiscal 1991 and 1992 for services for commercial drivers (to enable them to meet the testing requirements of the Commercial Motor Vehicle Safety Act of 1986).

Title III — Families For Literacy

Authorizes \$60 million for *Even Start* through 1995 for grants by the Department of Education to support family literacy programs. Creates a new program, *Families For Literacy*, to provide intergenerational literacy services to parents and their children aged 3 and under. Funding for the new program would be provided only after at least \$30 million is actually appropriated each year for *Even Start*.

Title IV — Books For Families

Amends the *Library Services and Construction Act* and authorizes \$2 million for fiscal year 1991 and such sums as may be necessary each year after that through 1995. Designed to help state and local public libraries and Reading Is Fundamental get books into the hands of parents and their children.

Title V — Students For Literacy

Provides \$11 million for fiscal year 1991 for the *Student Literacy Corps*. Also allows College Work-Study placements in literacy-related programs to be 100 percent federally-supported.

Title VI — Volunteers For Literacy

Establishes a *Literacy Challenge Grant Program* to encourage the use of volunteers in public and private literacy programs, to be administered by ACTION. Also establishes *University Year For Literacy*. (\$5 million for fiscal 1991, \$7 million for 1992, and \$10 million for 1993 for the challenge grants and \$3 million a year through 1993 for University Year. Funding for both new programs will be provided only after VISTA and VISTA Literacy Corps are considered adequately funded.) ■

ROLLIN' FOR READIN'

(Cont'd from p. 1)

could not read and write well enough to function completely on her own. When her three now-grown children were young, she gave them medication by the color of the pills because she couldn't read the labels. She fooled her entire family. Amarie, her daughter, recalls, "We thought she was too busy and didn't have the patience to help us with our homework. But because she always walked around with a book, everyone assumed she could read." Her husband knew she had some difficulty reading but never suspected how bad it was—even though he had to "fix" everything she wrote and was often surprised by long-distance calls from Toni asking the spelling of a word because she couldn't use the dictionary.

In spite of the growing publicity about adult illiteracy, Toni felt she was too old to learn. The turning point came when she saw the TV movie *Bluffing It*, aired by ABC as part of the PLUS campaign in September 1987. Mesmerized, she felt as if she were watching parts of her own life on the screen. Immediately after, she jumped up and dialed the 800 number shown at the film's conclusion. She was put in touch with the Oklahoma Literacy Council and assigned a tutor in a local Laubach program. Within a year she had made enough progress to be trained as a tutor herself. Her teacher was astonished at how quickly she learned. Says Toni, "It was as if a key had been turned in my head, opening a lock and letting in understanding and fulfillment."

Toni's life has changed markedly since then and she became determined to do for others what had been done for her. Wanting to do more than tutor, she looked for a way to make "a large-scale contribution aimed at the often-overlooked everyday people at the grassroots level." She searched for a platform to focus media attention on literacy and looked for an approach that was new. Checking the *Guinness Book of World Records*, she found that no woman had ever crossed the entire country on roller skates. Hence, the birth of "Rollin' for Readin'," the name given to the tour itself and also to the nonprofit organization set up to manage the tour's finances and logistics. The new organization's Advisory Board includes Oklahoma's governor and lieutenant governor, a U.S. senator and representative, Billie Jean King, Peter Waite of Laubach Literacy Action, doctors, lawyers, and others. Agnes Olive, Director of the Oklahoma Literacy Council, serves as voluntary president.

Last May Toni made a trial run across Oklahoma under the sponsorship of SONIC, a fast food chain in the state. This resulted in more than 750 columns of local newspaper coverage, three hours of radio time, two hours of TV time, two national features on CNN's "Prime News," and an outpouring of interest by non-readers, tutors, and others. In September, while attending the New Readers National Congress in Washington, D.C., Toni was invited to the White House in recognition of her achievements.

During the New Readers Congress, at which Toni spoke, Laubach Literacy, a co-sponsor of the event, donated \$1,000 to help launch her cross-country campaign. And new readers present at the convention voluntarily collected another \$500, which Toni says "overwhelmed me because it came from those least able to give it." So far these are the only funds contributed to Rollin' for Readin' apart from the \$10,000 contributed by the Cordells themselves. But

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ROLLIN' FOR READIN'

(Cont'd from p. 5)

several in-kind donations have been made. The MARRIOTT HOTELS are providing free lodging in every city where they have a facility. The SHAKLEE CORPORATION, a health-care and household products manufacturer based in San Francisco, has been providing vitamins, mineral water, and other products. And HIND'S PERFORMANCE SPORTSWEAR, a subsidiary of The Hind-Wells Company in California, has been outfitting Toni. Moreover, Amarie quit her job to follow her mother in a van holding clothes, supplies, and equipment: the van has been lavishly painted by Cartoonists Across America, using Toni's campaign slogan: "Read. Exercise Your Mind." Space has been left for the names of any corporate sponsors who may come forward to support the venture.

The OHLMEYER COMMUNICATIONS COMPANY in Los Angeles, producer of *Bluffing It*, has added even more texture to this extraordinary venture. The company has set up a corporate sponsorship program under which any corporations, anywhere in the country, that buy videotaped versions of the film (\$50 per video) for donation to schools, public libraries, literacy groups, and workplace literacy programs will generate a \$10 donation from Ohlmeyer to Rollin' for Readin'. In addition, a \$5 donation will go to the literacy council serving any community in which tape donations are made. Ohlmeyer will assume costs of distribution to the donees. "Our goal is to get *Bluffing It* into as many libraries and literacy programs as possible around the country, because this film has proved to be extremely motivational to adult non-readers," notes Christina Ulrich, director of Ohlmeyer's video department. Furthermore, corporations that buy the tape in large quantities can have their own logo printed on the package free of charge.

Peter Waite of Laubach Literacy is highly enthusiastic about Toni's project. "She is giving local groups the kind of attention they never get," he stresses. "One of the most impressive things about this whole endeavor is that it is an outstanding example of leadership and creative initiative from the other side, the student movement. We are working as closely as possible with Toni to provide contacts and connections in each area she visits." (Before beginning her cross-country trip, Toni and her daughter traveled the entire route to coordinate their schedule and plan activities with local literacy groups.)

In each locale, Toni has said, "It's your community, your literacy program. You know what you need most. So use me any way you want." Some cities have built fundraising events around her appearance, but a wide variety of other activities have also taken place, with Toni usually speaking at each stop along the way.

After some 10 stops in California and another 10 in Arizona, Toni reached New Mexico on February 3. Susan Sonflieth, Executive Director of the New Mexico Coalition for Literacy, which develops and coordinates adult and family literacy education for the state, helped plan Toni's itinerary there. In two years, the Coalition has led the state from fewer than a dozen literacy programs to around 200 at the present time. "Toni wasn't aware of some of our newest programs in the state," notes Sonflieth. "Our strategy was to have her include visits to the smallest, newest, and most remote sites, because these places would benefit the most." Her seven stops

in New Mexico included three cities where literacy programs were just getting started: Lordsburg, Truth or Consequences, and Deming. "We're into direct action here," explains Sonflieth, "and Toni was a wonderful spokesperson to help stir that up."

Ellanie Sampson, director of the Truth or Consequences Public Library, which has just started a county-wide literacy program, says that Toni's visit made a big difference in her area. Here, the city provided a police escort for Toni's skate through town, at the end of which she was met by a community contingent including photographers and reporters from both local newspapers. "She is incredibly effective in expressing how it feels to be an adult who can't read," recalls Sampson. "We got about five people to become tutors directly through her visit and the feedback is still coming in from non-readers. These may seem like small numbers, but for a new program in a city of 7,000 and a county of 10,000, it means a lot." Sampson adds: "National leaders have made people aware of the problem but the impact of seeing someone like Toni standing in front of you and saying 'I couldn't read and now I can and you can, too,' is immeasurable."

Karen Lucas, trainer for Literacy Volunteers of Dona Ana County in Las Cruces, recalls that 60 students and tutors turned out for a potluck dinner with Toni at the Dona Ana Branch Community College there. At another event, Toni was given an award at half-time at a Southern New Mexico University basketball game where she was cheered by some 10,000 home-team fans. Lucas echoes the sentiments of others. "The impact of Toni's visit can't be counted in numbers. It may remotivate adult students who are getting discouraged or students thinking about dropping out of school. It may plant a seed in non-readers or potential tutors to come forward later. Even my own enthusiasm was rekindled after listening to her."

After New Mexico, Toni went on to Texas. In Sweetwater, she was guest of honor at the Junior Chamber of Commerce Annual Rattlesnake Roundup, a popular local event. On March 8 she was flown for the day from Texas to Arizona to be keynote speaker on juvenile education at the State Supreme Court annual meeting in Phoenix. The next day, back in Texas, she began a five-day series of speaking engagements arranged by El Paso Community College and the local Laubach Literacy Council. She spoke at 12 El Paso schools, a local health fair, a Rotary Club meeting, and a student-tutor potluck dinner at the College. She also met with a group from the International Reading Association and spoke to a class at a new shopping mall where a workforce literacy program was just beginning. During her stay in the El Paso area, she handed out thousands of bookmarks, provided by Laubach, and all three local TV stations covered her activities. Summing up her impact, Irene Floodberg, who heads the local Laubach Council, says, "Since her visit we have received so many calls citing Toni as their impetus. She never puts herself in the limelight, but remains on the level of the people she's talking to. She has a wonderful rapport with her audience. Children especially would cheer and applaud whenever she stumbled on a word while reading and then got it right. You simply can't place a value on direct encounters of this kind."

By the time Toni arrived in Dallas on March 22 she had skated 1,291 of the total 2,246 miles the trip will take. She had spoken to 8,000 young people in schools, enlisted hundreds of volunteer tutors and

new readers to come forward, and had been widely featured by the media in the places she visited.

After Texas, Toni will continue on through Louisiana, Mississippi, Alabama, and Florida, concluding in Jacksonville and Orlando by May 28. But she hopes her Southern tour will be just the start of a longer journey. For example, in recognition of the International Year of the Reader, UNESCO has invited her to skate across France this summer. She would also like to spend 1991 and 1992 visiting every state in the union on roller skates. By May 28 the family will have exhausted its funds, however, and the project's future will depend on whether corporate and other sponsorship can be found.

Whatever the future holds, Toni has this message for everyone. "If you can't read, help is available. If you can read, you can tutor. If you are a business leader or policymaker, your employees and your community need your time, resources, and involvement. This problem must be tackled in the end at the grassroots level."

(For information about cities Toni will skate through in April and May, or to make a donation to Rollin' for Readin', contact Agnes Olive, President, Rollin' for Readin', PO Box 2155, Edmond, OK 73083, (405) 232-3780. For information about corporate participation in Ohlmeyer's *Bluffing It* program, contact Christina Ulrich, Ohlmeyer Communications Co., 962 N. La Cienega Boulevard, Los Angeles, CA 90069, (213) 659-8557.)

TOOLS OF THE TRADE

Policy Development

1 **Job Training Partnership Act & Computer-Assisted Instruction** is a research report undertaken by the Education Turnkey Systems, Inc. for the National Commission for Employment Policy. The study explores how JTPA programs use computer-assisted instruction and examines obstacles to its wider use, such as lack of understanding about computers and lack of funding. Major recommendations include the creation of a one-time funding approval line for technology investments and of a national technology resource center. Available at no cost from the National Commission for Employment Policy, 1522 K Street, NW, Suite 300, Washington, DC 20005, (202) 724-1545.

2 **Learning Differently: Meeting the Needs of Adults with Learning Disabilities**, by Mary Beth Bingham, is a new publication from the University of Tennessee's Center for Literacy Studies. It reviews approaches to the diagnosis and teaching of learning-disabled adults. The book will be useful to both tutors and program managers and is available for \$2 plus postage and handling from the Center for Literacy Studies, University of Tennessee, Room 102, Claxton Education Building, Knoxville, TN 37996, (615) 974-4109.

3 **Participatory Literacy Education**, edited by Hannah Arlene Fingeret and Paul Jurmo, explores the ways participation of learners in all aspects of planning and management can enhance the effectiveness of literacy programs. The book includes historical and theoretical backgrounds, case studies, and recommendations. It is \$12.95 prepaid (plus applicable sales tax in California, New Jersey, New York, and Washington, DC). Quantity discounts are available. Order from Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104, (415)

433-1767. Specify New Directions for Continuing Education Sourcebook CE 42 and allow 4-6 weeks for delivery.

4 Reducing Illiteracy in California: Review of Effective Practices in Adult Literacy Programs, by Ronald Solorzano, Brian Stecher, and Monte Perez, is the final report of a study undertaken by the Educational Testing Service for the California State Department of Education. It may be of use to program planners in other states. The study identifies successful literacy programs of all types through a review of the literature, a telephone survey, and on-site visits. Available for \$14 plus \$4 postage and handling from Educational Testing Service, 2 North Lake Avenue, Suite 540, Pasadena, CA 91101, (818) 578-1971.

Family Literacy

5 Barney & the Backyard Gang is a multimedia package designed by Sheryl Leach and Kathy Parker to develop vocabulary, imagination, and socialization in pre-school children. Three titles are now available: *A Day at the Beach*, *The Backyard Show*, and *Three Wishes*. Each title consists of a videocassette starring Sandy Duncan, an accompanying storybook, and an audiocassette, the package priced at \$19.95. Videocassettes separately are \$14.95 each. Available from Lyons Group, 300 East Bethany Road, PO Box 8000, Allen, TX 75002, (214) 248-6333 or (800) 527-4747.

6 Young American: America's Newspaper for Kids is a monthly newspaper written at the fourth to fifth-grade level. Put out by Young American Publishing Company, it has generally been sold to schools and to parents but may be of use in family literacy programs. It presents coverage of domestic and world affairs, articles about the entertainment field, features on aspects of American culture and history, and games and challenging activities. Single subscriptions are \$9 for 12 monthly issues. Organizations may order 100 copies of a single issue for \$4 each. Available from Young American, PO Box 12409, Portland, OR 97212, (503) 230-1895.

7 ZYX: 26 Poetic Portraits, written by Rhodes Patterson and designed by Mark Oldach and Rhonda Taira, is a limited-edition book published in

recognition of the Year of the Young Reader (1989) by the American Center for Design in association with the Center for the Book of the Library of Congress. This backwards alphabet book, handsomely illustrated by 26 distinguished artists, photographers, and designers (see sample pages below and on p. 8 of this Newsletter), offers unusual and intriguing interpretations of letters and aims to spark interest in the written word. The book can be used in family literacy programs as a vehicle for parent-child discussions about the alphabet. Available for \$50 from American Center for Design, 233 East Ontario Street, Suite 500, Chicago, IL 60611, (312) 787-2018.

8 Butternut Books, a service of WELL Associates, Inc., screens children's books and offers for sale those that are particularly appropriate for whole-language learning. In most cases, the books are sold at a 20 percent discount from the retail price. Higher discounts are available for large orders. Among the titles that may be useful in family literacy programs are: *A Boy, a Dog and a Frog* (Dial Books), *Through Grandpa's Eyes* (Harper & Row), *The Way To Start the Day* (Aladdin Books), *Now One Foot, Now The Other* (The Trumpet Club), *Love You Forever* (Firefly Books), and *The Wednesday Surprise* (Clarion Books). The Butternut Books Catalog is available for \$1 from WELL Associates, RD 1, Box 71A, Morris, NY 13808. WELL Associates also provides technical assistance in curriculum development for literacy programs. For more information contact Roy or Judith Bartoo at (607) 265-5620.

9 Three recent publications of the English Family Literacy Project of the University of Massachusetts (Boston) may aid in the planning and development of family literacy projects for ESL students. English Family Literacy: An Annotated Bibliography, compiled by Andrea Nash, with an introduction by Elsa Auerbach, identifies theoretical and research material and presents models of successful approaches. Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL, by Andrea Nash, Ann Cason, Madeline Rhum, Loren McGrail, and Rosario Gomez-Sanford, is an anecdotal record of five teachers' experiences in using the participatory process. Looking Forward, Looking Back: Writings from Many Worlds is a collection of

writings for adult ESL students that focus on real-life situations. Selections are drawn from ESL student writings as well as from published works. The books are \$3.30 each including postage and handling, prepaid, from Barbara Graceffa, Bilingual/ESL Studies, UMass/Boston, Harbor Campus, Boston, MA 02125, (617) 287-5763.

Program & Curriculum Development

10 Beaver County Adult Literacy Action Cookbook, prepared by the Adult Literacy Action program at Penn State University, contains recipes for low-level readers contributed by people interested in promoting literacy (including First Lady Barbara Bush). Available for \$10 plus \$1.75 postage and handling from Adult Literacy Action, Penn State, Beaver Campus, Brodhead Road, Monaca, PA 15061, (412) 773-3851.

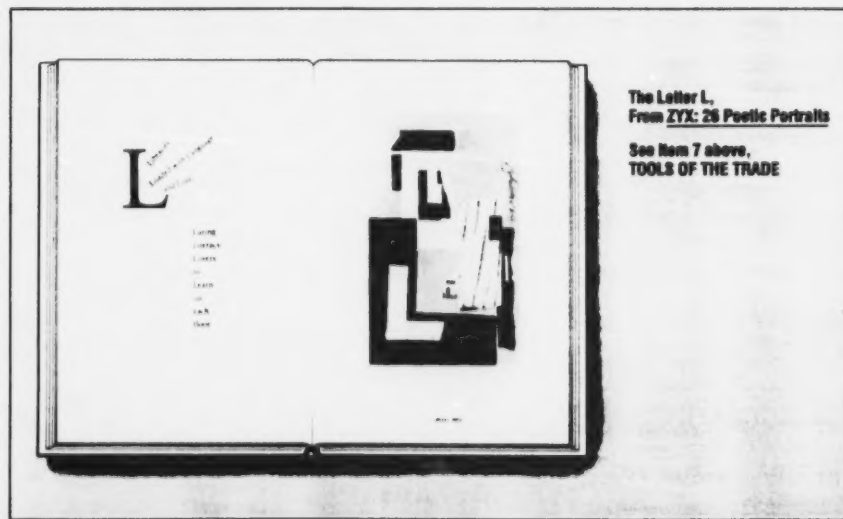
11 Beginning A Literacy Program, by Nancy Woods, Director of Adult Literacy Action at Penn State University, is a 24-page resource designed to help community education and public assistance groups set up effective literacy programs. It contains straightforward tips on needs assessment, structuring a program, funding it, and recruitment and promotion. Available at no cost from PLUS WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213, (412) 622-1491.

12 Core Reading and Vocabulary Development Program, from Educational Activities, Inc., is a five-level interactive computer program for adult beginning readers and ESL students. It can be used with Apple II, IBM PC, IBM PC-compatibles, and TRS-80 hardware. Each lesson in the highly-structured tutorial program is made up of nine sequenced activities that engage the student in reading, recalling, writing, and spelling, and in checking their understanding of words in context. The program includes reproducible supplementary activity worksheets. It is available in English and Spanish, and a speech component is available for the English version. The Primer-First Level includes two disks and is \$79. The Pre-Primer, First, Second, and Third Levels, each containing four disks, are \$159 each. The entire program is \$650. Backup disks are included at no charge. For price information about the speech component contact the publisher, Educational Activities, Inc., PO Box 392, Freeport, NY 11520, (800) 645-3739. In New York call (516) 223-4666.

13 A Guide to Setting Up Literacy Programs in the Workplace, by Laubach Literacy of Canada's Industrial Tutoring Staff, contains practical tips for starting and running a workplace literacy program. Laubach-Canada has also produced a short Workplace Video on recruiting tutors and students. While the video addresses a Canadian audience and features the Laubach method, it might serve as a model for other organizations planning recruitment drives. The guide and videocassette are U.S. \$10 each from Laubach Literacy of Canada, National Training & Development Office, 15 River Street, Bedford, Quebec, JOJ 1A0, (514) 248-2898.

14 Learning for Living is a series of video/workbook lessons in reading, writing, and math for adult learners at the first to third-grade levels of proficiency. It was developed by the Adult Education Division of the School District of Greenville County, Greenville, South Carolina. The program, which focuses on workplace and life skills applications, is

(Cont'd on p. 8)



The Letter L,
From ZYX: 26 Poetic Portraits

See item 7 above,
TOOLS OF THE TRADE

TOOLS OF THE TRADE

(Cont'd from p. 7)

comprised of 160 lessons in 40 videocassettes and 8 workbooks. Each 30-minute video lesson is accompanied by a 3-page workbook lesson. Workbooks may be used independently from the videos. The videocassettes are \$324 per set of 40; the workbooks \$20 per set. The workbook lessons can be duplicated for educational purposes. To order contact Michael Miller, SCETV Marketing, PO Drawer L, 2712 Millwood Avenue, Columbia, SC 29250, (800) 553-7752.

15 Litstart: Literacy Strategies for Adult Reading Tutors, second edition, by Ed Robson, Marsha DeVergilio, and Donna DeButts, is available from Michigan Literacy Inc. The book suggests strategies to be used in one-on-one tutoring sessions and contains descriptions of adult new readers and their tutoring experiences. Available for \$10.95 from Michigan Literacy, c/o Library of Michigan, PO Box 30007, 717 West Allegan Street, Lansing, MI 48909, (517) 373-4451.

16 News For You, from New Readers Press of Laubach Literacy, is a tabloid-size weekly newspaper for adult and adolescent students who read at the fourth- to sixth-grade levels. Subscriptions include a monthly supplement and weekly worksheets. For orders of from one to nine subscriptions, the annual cost is \$11.04 each. Ten or more subscriptions are \$8.16 each per year. Contact New Readers Press, Department 53, Box 131, Syracuse, NY 13210, (800) 448-8878.

17 Reader's Choice is a new developmental reading program from Contemporary Books for adults at the fourth- to sixth-grade reading level. Comprehension and critical thinking skills are stressed. The program has three text/workbooks - Insights (level 4), Connections (level 5), and Discoveries (level 6) - and a Teacher's Guide. Each includes topics related to people, public issues, work, and science. Available for \$3.95 each plus shipping from Contemporary Books (Attn: Wendy Harris), Department RC2, 180 North Michigan Avenue, Chicago, IL 60601, (800) 621-1918 or within Illinois (312) 782-9181.

18 Reading for Meaning: Selected Teaching Strategies, by Valerie Meyer and Donald Keefe, is new from Scott Foresman's Lifelong Learning Books

Teacher Resource Series. The book provides numerous activities for adult students, stressing those that use the whole language approach. Available prepaid for \$7.95 plus \$1.25 postage and handling from Scott Foresman and Company, Lifelong Learning Books, 1900 East Lake Avenue, Glenview, IL 60025, (708) 729-3000 or (800) 628-4480.

19 Reading, Writing, Thinking for Life, by Jane Davidson, Nancy Padak, and Gary Padak, is a new instructional series for adult beginning readers based on the whole language approach. The program can be used by beginning and mid-level readers, and the content focuses on life skills such as getting a job and managing money. The series consists of eight student manuals, each accompanied by a Teacher's Manual and a set of word bank cards: *Getting and Changing Jobs; Getting the Most for Your Money; Helping Your Children to Learn; Making Life Better for Yourself; Your Rights and Responsibilities as a Citizen; Staying Healthy and Keeping Fit; Mothers, Fathers, Daughters, and Sons; and Getting Along with Others*. The student manuals with word bank cards are \$15 each; teachers' manuals are \$10 each. Postage and handling are extra and discounts are available for orders of 10 or more. For more information contact Trillium Press, PO Box 209R, Monroe, NY 10950, (914) 783-2999.

20 Channing L. Bete Company has put out *Stress and You* (#37697) and *Wellness and You* (#37705) for low-level adult readers. The booklets may be personalized with an organization's name and message. Must be ordered in minimum quantities of 5,000. Priced at 30 cents each unpersonalized, with a two percent discount given on prepaid orders. Contact the publisher for prices of personalized booklets. Available from Channing L. Bete Co., 200 State Road, South Deerfield, MA 01373, (413) 665-7611 or (800) 628-7733. Nonprofit organizations should include their tax exempt number.

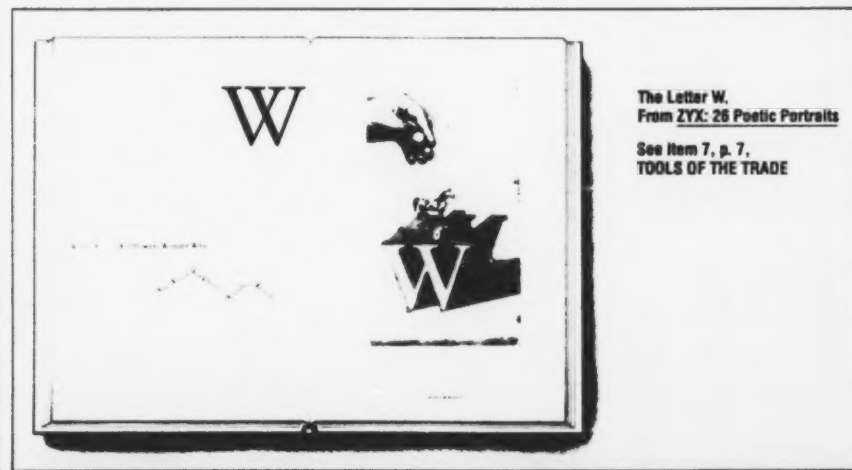
21 Educational Data Systems, Inc. has introduced two computer-assisted programs to help define and deal with workplace literacy problems. A *Systems Approach for Workplace Literacy Assurance* guides users through a systematic process to determine if employees have skills necessary to perform specific jobs. The software costs \$80 and is for IBM PC and IBM-PC compatible hardware. An accompanying manual is \$15. The *Occupational Skills Analysis System* (\$2,995), for IBM PC and PC-compatible hardware, contains a database for

defining the skills levels required for specific jobs. The program aids in placing workers into specific jobs and training programs. Contact Educational Data Systems, Inc., 22720 Michigan Avenue, Dearborn, MI 48124, (313) 277-2742.

22 Literacy House, a division of Hive Publishing Company, has introduced five card games to aid in the teaching of reading to children or adults: *Anna Gram* (anagrams), *Hear, Here* (homophones), *Meld-a-Word* (word building from single letters), *Word It!* (sentence building), and *Word Merge* (compound words). Each game has a solitaire version and a version for multiple players. Available for \$10 each or \$45 for the set of five (plus 6 percent sales tax in Pennsylvania) from Literacy House, Hive Publishing Co., PO Box 1004, Easton, PA 18044, (215) 258-6663.

And Highlighting...

23 **TESTING AND ASSESSMENT in Adult Basic Education and English as a Second Language Programs** is a new release from the U.S. Department of Education. It was written by Tom Sticht of Applied Behavioral & Cognitive Sciences, Inc. under a grant from the MacArthur Foundation. This 44-page guide is an excellent, clearly-written, and timely resource that will be highly useful to anyone concerned with selecting and using appropriate testing and assessment instruments in adult literacy programs. It should also be a useful resource for staff development purposes. Chapter 1 discusses the 1988 federal amendments to the Adult Basic Education Act calling for use of standardized tests, the implementing rules and regulations set forth by the Department of Education, and related issues. Chapter 2 discusses the nature and uses of standardized tests, answering such questions as what constitutes a "standardized" test and what practices to avoid in administering such tests. It also explains the four basic types of standardized tests: norm-referenced, criterion-referenced, competency-based, and curriculum-based, indicating the strengths and limitations of each. Chapter 3 reviews the purpose, source, costs, description, reliability, validity, and scoring of eight tests widely used by ABE and ESL programs: ABLE and TABE (norm-referenced, groups); CASAS (competency-based, groups); ESLOA, BEST, and CASAS/ESL (ESL assessment, individuals); READ (used by volunteer groups for individuals); and the GED Official Practice Test (GED readiness). Chapter 4 addresses special issues such as what to do about "negative gain" scores, differences between "general" and "specific" literacy and when programs should assess each, the implications of item response theory, special problems in testing ESL, and advantages and disadvantages of "alternative assessment." Appendix A contains a table and analysis for comparing scores among five widely used ABE tests: TABE, ABLE, CASAS, NAEP, and AFQT (the Armed Forces Qualification Test). Appendix B provides a resource listing of materials and organizations as well as a set of transparency masters for use by groups making presentations on testing in ABE and ESL programs. This report is available at no cost from the Clearinghouse on Adult Education, Mary E. Switzer Building, M.S.7240, Room 4428, 400 Maryland Avenue, SW, Washington, DC 20202, (202) 732-2396.



CORPORATE LITERACY ACTION

Philip Morris In 3-Year Partnership

In January, the Philip Morris Companies joined with the Philadelphia Mayor's Commission on Literacy and the Pew Charitable Trust to launch a major literacy program to run through 1992. The Mayor's Commission will operate the new program, called The Gateway, with \$1.5 million in funding from Philip Morris and another \$600,000 from Pew. The Gateway is a new student assessment and introductory instructional service. Using materials designed by local and national literacy experts, adults will work with tutors over a 20-hour period on various literacy tasks, accumulating a portfolio of their accomplishments along the way. On the basis of the portfolio, Gateway staff will help students assess their skills needs and goals, determine the best instructional paths to continuing their literacy studies, and then place each individual in one of more than 225 literacy programs linked to the effort. While the program is being set up for adults in the Philadelphia area, it is expected to be a model for public-private cooperation in other cities and Philip Morris will undertake promotional activities to disseminate it. The grant funds will also support the newly-opened Philip Morris Learning Center in downtown Philadelphia. The Center houses the Gateway's tutors and staff, the Mayor's Commission on Literacy, and a Philip Morris liaison to the Gateway program. In addition to its \$1.5 million, Philip Morris will undertake a print and broadcast awareness campaign in Philadelphia to draw volunteer tutors and literacy students to Gateway. For more information contact Jim Landers, Mayor's Commission on Literacy, 1500 Walnut Street, 18th Floor, Philadelphia, PA 19102 (215) 875-6600 or Mary Taylor, Philip Morris Companies, 120 Park Avenue, New York, NY 10017 (212) 878-2140.

Chrysler Support For Literacy Grows

The Chrysler Corporation has made several grants in recent years in support of literacy. For example, in 1986, the company co-sponsored a televised basic skills series for the Detroit viewing area. Since 1987, it has provided \$10,000 a year to the Business Council for Effective Literacy. In 1988,

Chrysler was one of six \$50,000 sponsors of the National Literacy Honors Dinner in Washington. Last year the company gave \$4.1 million in underwriting support for "Learning in America," a five-part PBS series, as well as \$500,000 for the fourth year of Project Literacy U.S. (PLUS). Chrysler's most recent action was a \$2.1 million grant in January to Reading is Fundamental (RIF), for a program called Running Start. Running Start is being piloted by RIF with first graders in schools in 10 cities and with the active involvement of both teachers and parents. A key premise of the program is that parents are vital to their children's development as readers and should set an example by reading aloud at home, reading themselves, and otherwise showing that reading is a worthwhile activity. The program includes Reading Rallies for whole families and teachers. Various activities are planned to help parents support their children's learning at home. It also includes Reading Challenges in which, during a 10-week period, the first graders are challenged to read or have read to them 21 books of their choice from a collection of titles selected by participating teachers. Posters, bookmarks, and other materials for use at school and in the home will help all parties involved track the children's progress toward this goal, with awards to be given in recognition of achievement. For more information contact James Kenyon, News Relations Manager, Chrysler Corporation, 12000 Chrysler Drive, Highland Park, MI 48288 (313) 956-4644 or Victoria Heland, Manager of Educational Services, Reading Is Fundamental, Smithsonian Institution, 600 Maryland Avenue, SW, Washington, DC 20560 (202) 287-3003.

Skills Upgrading For New Hires At Federal Reserve Of Boston

Since 1973 the Federal Reserve Bank of Boston, which employs 1,400 people, has been running an in-house workplace program known as The Skills Development Center. What began as a response to affirmative action has grown to encompass an emerging social and workplace problem — the critical need to identify, train, and keep entry-level staff. Although the program has served only 200 inner-city residents to date (at a cost of about \$7,000 per student including staff salaries), Jeannette Hargroves, Senior Research Associate at the Bank, says that the results have been well worth the effort. Each year about 12 job

applicants who lack necessary entry-level skills but show potential and motivation are hired as regular salaried employees and report to the Bank every day just like other new hires. But instead of going to a job they go directly into the Skills Development Center where they are taught clerical and basic skills at their own pace. They are also given personal counseling and supervised work experience. Participants remain in class an average of seven months but can stay as long as necessary. Graduates are able to type at least 50 words a minute, read, write, and speak effectively, and are familiar with bank terminology and the many departments and functions of the Bank. A former schoolteacher, Irene Luby, runs the program. Her responsibilities include recruiting, screening, and selecting participants from social agencies... and teaching, counseling, and placing them in jobs. She has back-up help from a part-time assistant. Recently, the Bank undertook an evaluation of the program from its beginning, reviewing the costs and benefits and comparing employment data on its graduates with data on other entry-level employees hired into similar jobs. The evaluation was designed to determine not just what students have learned but the impact of the program on students and the company. "The findings provide encouraging evidence for companies considering training new under-skilled employees," says Ms. Hargroves. "The results suggest that several months of formal training combined with on-the-job experience and counseling can enable undereducated adults to catch up." According to Ms. Hargroves, on average, Center graduates have remained employed at the Bank longer and earned as much as the comparison group. After one year of employment, for example, four-fifths of graduates are still on the job while only three-fifths of the comparison group are. Further, graduates who eventually quit their jobs tend to do so for the same reason as most other employees, to get a better job. All parties at the Bank are enthusiastic. One graduate says: "It was like school but different. I learned about responsibility. When you do something, you want to be proud of it. You should give it 100 percent of your effort and then you will be confident and proud." One supervisor notes that: "These people have been outstanding. They now have good work habits, nice manners, and are professional. The contrast between Center graduates and people placed on the job right off the street is dramatic." For more information

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CORPORATE LITERACY ACTION

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contact Jeannette Hargroves, Senior Research Associate, (617) 973-3096, or Irene Luby, Administrator, Skills Development Center, (617) 973-3432, at Federal Reserve Bank of Boston, 600 Atlantic Avenue, Boston, MA 02106.

Coors Foundation For Family Literacy



Announcement of the Coors Literacy Program. Rainbow Room, Rockefeller Center, NYC, March 1st

Seated: Peter Coors & concert artist Sheena Easton
Standing, left to right: Al Teller (MCA), George Lopez (comedian), Peter Waite (Laubach), Ben Lattimore (OIC), Smokey Robinson (singer), Pedro Viera (SER)

On March 1st, in a special ceremony at Rockefeller Center in New York City, the Coors Brewing Company announced a \$40 million, five-year campaign to promote family literacy. The campaign, called Literacy - Pass It On, will operate through a newly-established Coors Foundation For Family Literacy chaired by Peter Coors, President and CEO. The campaign will have several broad components. First, direct grants will support the literacy and job training work of four national organizations making up the "Coors Literacy Corps": SER- Jobs For Progress, the Opportunities Industrialization Centers of America, Laubach Literacy Action, and Literacy Volunteers of America. Initial grants totalling \$750,000 have already been given to the organizations. Secondly, a seven-city concert tour will be carried out with MCA Music Entertainment Group (MCA) to raise funds to be distributed by the Coors Foundation to local literacy groups. Thirdly, a multimedia family literacy public awareness campaign will be conducted and include grant support for the CONTACT Literacy Center in Lincoln, Nebraska. Coors is planning a variety of activities to promote and support literacy services for blacks, Hispanics, and women. For example, a

national radio promotion, called "Moments in Family Literacy," will be held, featuring Danny Glover, Jeffrey Osborne, Freda Payne, and Vanessa Williams; the stars of a Coors-sponsored rodeo tour saluting black cowboys and cowgirls will speak on literacy during the event and also in schools and hospitals; more than 20 national Hispanic organizations will receive funding; and *Kylie's Song*, a children's book about self-esteem, will be promoted in a special women's marketing campaign with the proceeds to go to literacy groups through the Coors Foundation. Moreover, the issue of literacy will be treated at the Coors Light Women's Softball and National Beach Volleyball Invitational. The Coors Foundation will have ongoing input from an advisory panel made up of the heads of SER, OIC, Laubach, and MCA. For more information contact John Meadows, Director, Community Relations, Coors Brewing Company, 311 Tenth Street, Golden, CO 80401 (800) 525-0308.

IABC Promoting Literacy

The International Association of Business Communicators (IABC), an association of more than 11,000 corporate communications and public relations professionals from 35 countries, is undertaking a new literacy

program. The effort has two broad components: to help local chapters in the U.S. and abroad assist local literacy programs, and to help IABC members build awareness within their own companies of the need to address workplace literacy issues. In November, IABC's Communicators for Literacy Action Committee issued a guidebook for its chapters with suggestions on how to form local partnerships and to make available the special expertise of its members in communications, design, marketing, and promotion. Several projects are already underway. For example, in Ohio the local IABC and the Columbus Literacy Council have joined in a two-year campaign that began with a fundraiser in February. IABC-Washington is writing a brochure for the Literacy Council of Northern Virginia and has arranged free design and printing services. In Nebraska, IABC-Lincoln has given financial support to the CONTACT Literacy Center, the national information and referral service so vital to the PLUS Campaign. In St. Louis, IABC is working with high school journalism students and faculty to promote literacy in that city. For further information contact Mary Ann McCauley, Chair, IABC Communicators for Literacy Action Committee, c/o McCauley and Associates, 7500 Market Place Drive, Suite C, St. Paul, MN 55344 (612) 942-8083.

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND CONTRIBUTIONS

Organizations contributing to The Business Council for Effective Literacy during 1989 were: **The Annenberg Fund**, Arcata Graphics, ARCO, AT&T, BellSouth, Billboard Publications, Champion International, Chase Manhattan Bank, Chicago Tribune Charities, Chrysler, Control Data, CPC International, Donnelley & Sons (RR), Dow Jones, Edwards Brothers, Elsevier Science Publishing Co., Exxon, Ford Motor Co., Goodyear Tire & Rubber, GTG East (USA Today TV), The Hewlett Foundation, Household International, IBM, Kiplinger Washington Editors, Little Brown & Co., McGraw-Hill, MacMillan, Mead Corp., Metropolitan Life, Moore Business Forms, Morgan Guaranty Trust Co., Samuel I. Newhouse Foundation, Norton & Company (WW), JC Penney, Petersen Publishing, Rand McNally, Raytheon, Steck-Vaughn, Tandy Corp., Time Warner, Inc., Times Mirror Inc., Wachtell Lipton Rosen & Katz Foundation, Waldenbooks, and Westvaco Corp.

The **Albuquerque Tribune** has provided printing services to Working Classroom, a family arts-and-literacy program in that city which publishes booklets written by students around personally-meaningful themes.

The **Boston Globe Foundation** and **New England Telephone** each contributed \$100,000 to the Boston Adult Literacy Fund in 1989 and **The Bank of Boston** donated \$50,000. The Fund in turn makes grants to literacy programs in the area.

Carr-Gottstein Inc. has granted \$1,000 to the Anchorage Literacy Project for the purchase of furnishings for its training facilities. In December **IBM** gave ALP \$27,660 to supplement a \$75,000 computer lab it had donated to the program.

Columbia Gas Transmission Corporation underwrites the printing of the West Virginia Adult Literacy Coalition's newsletter.

Crown Books executive Miriam Bass has raised nearly \$3,000 from book companies to benefit California Literacy. **Chronicle Books**, **Harper & Row**, and **Thomas Bros. Maps** each donated \$500. Ms. Bass also serves on the California Literacy board.

The Dominion-Post is funding public television station WNPB in Morgantown, WV to air the "Learn to Read" literacy instruction series for 30 weeks. The newspaper will also publish lessons corresponding to the broadcasts.

Farm Fresh stores distributed special cash register receipts to its customers from January to March; the receipts to be turned in to the Tidewater Virginia Literacy Council which can then redeem them at Farm Fresh for two percent of their pre-tax value. In a similar project last year, TVLC received \$284 from receipts totalling nearly \$15,000.

Ford Motor Company and the **International Union of Electrical Workers** helped establish a literacy coalition in Lawrence County, IN last year. They have provided grants, board members, tutors, and students to the VOCAL Literacy Coalition based in the Bedford Public Library. A \$3,000 grant this year from Ford enabled the program to buy educational software. For its involvement in 1989, Ford's Bedford plant was named "Literacy Partner of the Year" by the Indiana Literacy Coalition.

IBM and the **Vermont Council on the Humanities** helped cover the costs of transportation and child care for learners who

attended Vermont's first statewide conference of adult literacy students last October.

The Kroger Company and **The West Virginia Periodical Distributors** are raising funds for the West Virginia Adult Literacy Coalition through the sale of special books for children and youth in participating stores around the state. This is being done in conjunction with the national Year of the Young Reader campaign organized by the Center for the Book in the Library of Congress.

The McInerney Foundation and **Crazy Shirts, Inc.** have given \$5,000 and \$500 respectively to Hawaii Literacy to recruit VISTA volunteers for the program.

The Meadows Foundation and **The Texas Literacy Council** have made grants of \$50,000 or more to Literacy Volunteers of America-Texas. Other supporters for the program include **JC Penney Company**, **Steck-Vaughn**, **ARCO Foundation**, **KVUE-TV/Gannett Foundation**, **The Florence Foundation**, **The Dougherty Foundation**, **The Rachael and Ben Vaughan Foundation**, **The Trull Foundation**, **The Coonly Foundation**, **Strake Foundation**, **The Harris and Eliza Kempner Fund**, **The C.S. Mott Foundation**, **The Donald D. Hammill Foundation**, **The RGK Foundation**, **The Harold Simmons Foundation**, **Trammell Crow Company**, **The Austin Hotel and Motel Association**, and **The Texas State Society of Washington**. **Coca-Cola Enterprises** has donated \$25,000 and **The Texas Newspapers Foundation** granted \$2,200 in support of a literacy awareness campaign designed by **The Edmonson Communications Group**. The campaign features former U.S. Congresswoman Barbara Jordan and former San Antonio Mayor Henry Cisneros.

The Morgan Stanley Foundation has made a second \$3,000 grant to the Parent Readers Program at New York City Technical College.

Pizza Hut-Hawaii, **McDonald's**, and **Penguin's** provided refreshments for Palapaia, the first literacy conference held for the community of Windward Oahu, HI. The February 3rd event was organized by the Windward School for Adults and Windward Community College.

The Register Guard made a grant last September of \$25,000 to the Lane Community College Foundation in support of literacy services provided by the college to residents of Eugene, OR.

Sears, Roebuck and Co. donated 100 stuffed animals to be distributed to children in the second "Teddy Bear Read-In" held at the Waimanalo Public and School Library on the island of Oahu, HI in February. This family event aimed to raise the interest of children and adults in reading, and non-reading parents were invited to enroll in the E. Heluhelu Kakou (Let's Read) adult literacy program. The event was sponsored by the library, the Windward School for Adults, and the Department of Health. **ABC-TV Affiliate KITV** provided PSAs, and **Woolworth's** and **Long's Drug Store** donated books.

The Sears-Roebuck Foundation and **The Allstate Foundation** recently announced a grant of \$275,000 to SER-Jobs for Progress in support of SER's Family Learning Centers.

The Seattle Times is now providing Washington Literacy with 3,000 square feet of office space in the company's building at half the market rental rate. Washington Literacy executive director Chris Cassidy says, "The new space gives us storefront visibility. It doubles our current space so we have room to expand our bookstore and train field volunteers."

The Skillman Foundation has awarded \$30,000 to MPACT, a family literacy program for Head Start parents operated by Macomb Reading Partners in Mount Clemens, MI.

The Southeast Banking Corporation Foundation has donated \$3,000 to produce a poster for distribution through a family literacy campaign sponsored by the Florida Department of Education.

The TRW Foundation has made a grant to the Newark Literacy Campaign for the addition of a third staff member who will specialize in management of volunteers. **Mutual Benefit Life** and **The Prudential** have also been providing support for the Campaign as it aims to expand into ten new sites this year. Mutual hosted a "Leaders for Literacy" spelling bee in October, raising over \$4,000 for the Campaign and Essex County's Older Adult Literacy Program. Competing teams came from **Blue Cross/Blue Shield of New Jersey**, **Marriott Hotel**, **New Jersey Bell**, **PSE&G**, **The Newark Teachers Union**, **WWOR-TV**, the Mayor's Office, and **Mutual Benefit Life** and **The Prudential**. The Marriott donated lunch, **McDonald's** provided beverages and dessert, and a popular disc jockey from **WHTZ-Z100 Radio** served as master of ceremonies.

Waldenbooks in Kingston, NY donated \$565 to the Ulster Literacy Association last fall. The donation was a percentage of sales made at the store on September 8th, International Literacy Day.

PLANNING, AWARENESS, AND RESEARCH

Hartford Insurance Group's director of corporate relations, Michael Wilder, has been named by Governor William O'Neill to chair the Connecticut Coalition for Literacy.

In their January issues, **Information Center** and **Data Training** magazines explored the demands that new electronic technologies in the workplace are placing on employee basic skills.

The International Paper Company underwrote production of "Literacy Is Your Business," an information packet being distributed to the business community by Literacy Volunteers of America.

Print & Graphics ran an interview in its January issue with Harvey Levenson, chair of the Graphic Arts Literacy Alliance. Launched last fall by leaders in the graphic arts industry, the Alliance hopes to raise \$15 million for literacy projects and aims to increase printing companies' involvement in literacy in their communities and workplaces.

Restaurants USA focused on workplace literacy in the food-services industry in an article in its January issue. The story included an interview with Marty Finsterbusch, a cook at Villanova University who has risen from being a student in the Delaware County (PA) Literacy Council to a member of the national steering committee of Laubach Literacy Action.

The Tampa Tribune has issued "Reading America's Future," a reprint of a series of articles it ran on literacy in Florida from May to December of 1989.

Local 324 of **The United Food & Commercial Workers International Union** told the story of Diana Davies, a member of the local for 11 years, in the January/February issue of its newsletter. Davies described how illiteracy had prevented her from getting out of an abusive marriage and from taking job promotions offered to her. With the help of the Whittier (CA) Area Literacy Center, she has now improved her basic skills, has a new job, and has become a spokesperson for California Literacy. She visited the White House last September as a member of the California delegation to the National Student Congress.

The Wall Street Journal's February 9th education supplement focused on gaps in the basic skills of the U.S. workforce.

(Cont'd on p. 12)

We Invite Your Help...

A. To help assure your continued receipt of our Newsletter in a timely manner, BCEL would appreciate hearing from you if any information on the mailing label of this issue is incorrect. Would you please review the individual name, title, organization name, and address shown on the reverse side of this cut-out. If any revision is needed, would you then PRINT below (not on the mailing label itself) the full address exactly as it should appear and return the cut-out to

BCEL. Please do not use any abbreviations and use no more than the number of lines given below. [Note: If you are getting more than one issue of the Newsletter, please return all labels in one package, indicating which address to retain (with or without revisions) and which to delete. This will help us save on postage costs.]

Individual Name: (Last Name)

(First Name)

Title:

Organization:

Address:

City:

State:

Zip Code:

B. As a public service, for the past 5 years BCEL has provided its Newsletter and other of its publications at no charge to groups and individuals in the U.S. and Canada, and we will continue to do this as a general policy. At the same time, we welcome donations large or small from any individuals or organizations that can afford it. If you or your organization can consider a voluntary contribution to BCEL, you should know that this year donations from new

sources are being matched by the Hewlett Foundation; each two dollars of your donation would automatically earn us an additional dollar from Hewlett. Checks should be made payable to the Business Council for Effective Literacy and returned together with this cut-out. BCEL is a 501(c)(3) organization with public charity status.

WHAT OTHER COMPANIES ARE DOING

(Cont'd from p. 11)

EMPLOYEE BASIC SKILLS PROGRAMS

Adams-Millis Corp., Bonitz Co., The City of Greensboro, Cone Mills Corp., Gilbarco, Inc., Guilford Mills, Highland Yarn Mills, Influential Hosiery Mill, Jeanette Frocks, Kay Chemical Co., Klausner Furniture Industries, Lorillard, Marsh Furniture Co., Maryfield, Inc., Myrtle Desk Co., Royal Development Co., Sears, Roebuck and Co., Southern Die Casting & Engineering, Snyder Paper Corp., Thomas Built Buses, Thompson-Arthur Paving Co., Triad-Fabco, Inc., and U.S. Furniture Industries were recognized for their employee basic skills programs by Greensboro, NC Mayor Vic Nussbaum at a "Corporate Leadership for Literacy in the Workplace" breakfast on February 13th.

Andrews Floor and Wall Covering Company owner Dewey Mann became aware of the adult illiteracy problem when he began tutoring in the Kanawha County (WV) Adult Reading Program in 1986. He was so impressed by his student's diligence that he hired the student and now provides release time so the employee can continue his education at the local Garnet Career Center.

AP Parts Manufacturing Company operates an employee basic skills program in its Northern Tube Division plant in Pinconning, MI. With the help of nearby Delta Community College, the company set the program up four years ago when it realized that many of its workers were having trouble with the plant's new statistical process control system. Management now cites improved product quality as evidence of the program's success.

Citrus Hill has instituted a basic skills program to enable employees in its Frostproof, FL plant to handle the demands of a new "quality team" management system. This team format places increased decision-making responsibilities on each worker.

Milliken's Columbus, NC textile mill works with the Polk County Literacy Council to provide basic skills tutoring to its workers. The education director at the plant, George Russell, also arranged for Council representatives to talk with other local business leaders about the employee basic skills issue last December.

AVAILABLE FROM BCEL

• **INDEX TO BCEL NEWSLETTERS**, prepared by Marie Longyear, is a 20-page organization, title, and name index covering BCEL Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. It will be useful to readers who keep and use their newsletters as an ongoing reference tool. Supplements will be issued periodically. (\$2.00)

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a 54-page resource designed primarily for local literacy programs. Part I discusses the corporate-giving environment and forms of corporate giving. Part II gives step-by-step guidance on all aspects of corporate fundraising, from identifying companies to solicit, to proposal preparation and follow-up. Part III deals with forms of indirect corporate giving. (\$5.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers wishing to address the basic skills problems of their workforces. It provides detailed guidance on how to plan and implement an effective job-related basic skills program. (\$5.00)

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$2.00)

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.10 a copy thereafter.

• The September 1988 issue of *Business Week* contained an excellent special report titled "HUMAN CAPITAL: The Decline of America's Workforce." Reprints are available from BCEL for \$1.50 a copy.

• In the U.S. and Canada, subscriptions to the *BCEL Newsletter* are free and back issues are available at no cost for up to 6 copies per issue, per organization, and at \$.50 a copy thereafter. Foreign subscriptions are 20 U.S. dollars annually, pre-paid, and back issues will be provided on request for \$.50 a copy. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.

• BCEL's *State Directory of Key Literacy Contacts* (1990-91 edition) is an aid for both the literacy and business communities. (\$5.00)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (1985) consists of two BCEL monographs (one by David Harman, the other by Donald McCune and Judith Alamprese) which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action. (\$10 the set)

• **PIONEERS & NEW FRONTIERS** (1985) is a BCEL monograph by Dianne Kangisser which assesses the role, potential, and limits of volunteers in combating adult illiteracy. (\$5.00)

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

Business Council for Effective Literacy

1221 Avenue of the Americas — 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BCEL EDITORIAL

Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

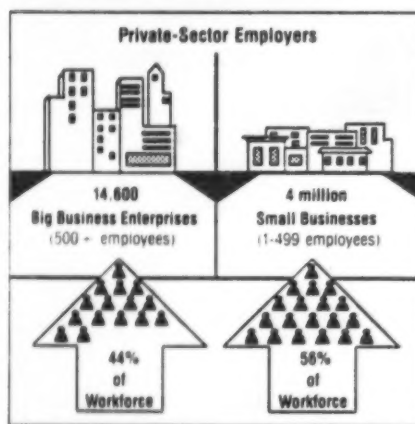
A large number of highly committed literacy and business leaders have been working hard this past year to help advance needed Congressional legislation on literacy. In February Senator Paul Simon's bill was passed unanimously by the Senate. And Congressman Tom Sawyer's bill, containing many provisions of special importance to the literacy field, is now moving rapidly to enactment. The Sawyer bill has been folded into Congressman Hawkin's Comprehensive Equity and Excellence in Education Act Of 1990 as Title V, and the overall bill is now designated as H.R. 5115.

H.R. 5115 was marked up and sent on to the House floor just as this issue of our Newsletter was going to press. Barring some unexpected twist, passage by the full House seems likely by mid-July with the bill to be taken up immediately by a joint committee of the House and Senate. This joint committee will resolve differences in the two bills and be making decisions on a compromise version during late July and early August. A final consolidated literacy bill is expected to go on to the President by fall.

Title V, called the Literacy for All Americans Act of 1990, retains all the key provisions of earlier versions. But to have the strongest possible framework for adult literacy, those provisions need to be retained when the House and Senate versions are combined, especially the proposals for an independent national center and the plan for strategic grants in workplace literacy. While the Senate and House bills both contain many important provisions, these two on the House side are widely seen as central to an effective national literacy effort.

We are right down to the wire on the new legislation, and one more push before the end of this month will help assure the strongest possible result. Every voice makes a difference and I urge business leaders and literacy professionals as well to let your respective senators and representatives know of your support for the new legislation, and for those two crucial House provisions in particular.

THE LARGE MATTER OF SMALL BUSINESS



That U.S. growth and world markets have become tightly interwoven and the American economy increasingly internationalized is by now clear to everyone. What may not yet be fully appreciated is the extent to which new patterns of work organization need to be adopted in companies of all size and types throughout the country. To be sure, a number of companies are already moving in this direction, but according to *America's Choice: Higher Skills Or Lower Wages?* — the powerful new report just released by the Commission on the Skills of the American Workforce (see News In Brief, p. 5) — the nation has only scratched the surface and there will need to be a radical restructuring of work throughout the economy, as a national priority, if the U.S. is to increase productivity and the American standard of living protected.

Along with this national imperative, indeed hand-in-hand with it, every major report of the last two years makes it abundantly clear that developing a higher skilled workforce, literally across the board, must be an equal priority. As Secretary of Labor Elizabeth Dole recently put it: "The basic skills of our workforce are eroding at an alarming rate. Many of our workers are unready for the new jobs and the new realities of the 1990s. We face nothing less than a workforce crisis."

The best forecasts are that by the end of the decade, for the first time in history, a majority of new jobs will require some postsecondary education. There will be fewer jobs for people in low skills categories (27% of new jobs compared to 40% today). Jobs that require a middle level of skills today will be the least skilled occupations of the future.

But demographic shifts are moving us in an opposite direction. As recent studies have shown, between 1986 and the year 2000 the rate of population growth will decline to nearly its lowest level in the 20th Century. The working age population will grow

older and the pool of young workers will shrink. It will also be a more disparate pool: 28% of labor force growth will be Hispanic; over 17% black, over 11% Asian-American; and women will make up 60% of the potential growth. In short, non-whites, immigrants, and women will together constitute 80% of the new entrants into the workforce, though they comprise only about half of it today — and these population groups tend to be the most disadvantaged and the least skilled!

Moreover, three out of four adults who will be employed well into the next century are already at work. Of these, 23 million workers presently read at an 8th grade level or less; 11-14 million at 4th grade or less.

The growing mismatch between rising educational requirements and the nature of the present and developing workforce falls hard on all businesses. But it falls hardest on the nation's small businesses which have fewer resources and fewer options than their larger counterparts.

Ironically, the lion's share of national attention — in the form of research, federal and state legislation, and public funding for workplace literacy — is focused on big business. Yet, the dominant form of business in the U.S. is small. According to the U.S. Small Business Administration (*Workplace Literacy: Targeting the Future*, 1988), small firms represent over 99% of all firms in the U.S.! They are, then, at the very heart of the American economy and our ability to increase overall productivity, remain globally competitive, and protect our standard of living. What affects them affects us all.

Small Businesses: A Thumbnail Sketch

Item. Small businesses, as defined by the Small Business Administration (SBA), are those with fewer than 500 employees. *There are more than 4,000,000 small businesses across the country*, as contrasted to only 14,600 business "enterprises" having more than 500 workers.

Item. *Small businesses account for more than half of private sector employment (56%) and generate 47% of the gross national product.*

Item. *Most small businesses are VERY small.* About 2 million of them employ from one to four persons. Another 1.3 million employ between 5 and 20 persons. Those with 100-499 employees, usually referred to as "medium-sized" businesses by SBA, number fewer than 100,000.

(Cont'd on p. 5)

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NEWS IN BRIEF

H.R. 4708: Workers As Teachers

On May 2nd, Congressman Tom J. Campbell introduced H.R. 4708 into the House of Representatives. The bill is called the "Workers as Teachers for Improved Competitiveness Act." If enacted, it would amend the Internal Revenue Code of 1986 to give corporations tax deductions under Section 170 of the Act for contributing employee services to any educational organization. Specifically, corporations would be allowed to deduct 50 percent of the amount paid or incurred for salary, wages, and benefits for the employee for the time during which that employee provides volunteer teaching, tutoring, or other assistance to an education program. The new charitable deduction would be in addition to deductions now allowed for the same purpose under Section 162 of the Act. It would be effective as of January 1, 1990.

National Literacy Honors Nets \$228,000

According to a representative of ABC, the National Literacy Honors sponsored by Bell Atlantic and aired by ABC from the White House on March 18 netted \$228,000 over costs. The funds will be divided equally between the National Coalition for Literacy and the Barbara Bush Foundation for Family Literacy. The Coalition will allocate \$50,000 of its share to the CONTACT Center in Nebraska.

British Group Sponsors International Literacy Competition

In conjunction with International Literacy Year, the Heaton Education Centre of Newcastle Upon Tyne in the U.K. is inviting literacy programs in the U.S. and around the world to encourage their students to submit personal essays on "why it matters to you or someone you know to be able to read and/or write." Essays may be of any length and applicants are encouraged to supplement their prose with photographs and illustrations. Heaton is asking for submission of entries as early as possible but no later than September 30. Each winning entry, to be displayed at the Centre in late fall, will earn an award of £100-200 for the student's institution or program. Entries should include the student's name, the name and full address of his or her literacy program, and captions for any photos and drawings submitted. As a part of the application, programs should indicate how they would use

the award funds if received. Send entries to Right to Read, International Literacy Year, Heaton Education Centre, Trewitt Road, Newcastle Upon Tyne, NE6 5DY, United Kingdom. Or for further guidelines call (91) 26-55-725.

NGA's New State Literacy Exchange

With start-up funding of \$375,000 from the Gannett and MacArthur Foundations, the National Governors' Association is setting up a State Literacy Exchange service to help governors, state literacy professionals and planners, and others involved in state literacy development. NGA is presently administering a national survey to gather information on literacy activities and needs in each of the states. The results will be used to help implement a program of policy analysis, lay the base for conducting annual conferences and seminars for state literacy groups, and provide ongoing technical assistance to the states on policy and program implementation matters. This much-needed new service will operate with a six-member national advisory board and work with several cooperating resource organizations such as BCEL, the Literacy Network, and the Southport Institute for Policy Analysis. For more information contact Bob Silvanik, Exchange Director, National Governors' Association, Hall of the States, 444 North Capitol Street, Washington, D.C. 20001, (202) 624-5300.

National Adult Literacy Survey Gears Up

The April 1989 BCEL Newsletter reported that Educational Testing Service (ETS), under the direction of Irwin Kirsch, would be conducting a National Adult Literacy Survey of a representative sampling of the entire adult population. The survey's purpose is to measure more precisely the types and levels of basic skills among adults as well as differences among subgroups in the population. The multi-million dollar project is being carried out under contract to the National Center for Educational Statistics of the U.S. Department of Education. Test items are under development now. Some 13,000 adults will be assessed by a national team of trained interviewers with field testing to occur in late 1991 and the main assessment to occur throughout 1992. The final results will be reported in 1993. In a parallel effort, states are being invited to take part in a concurrent assessment that will produce results comparable to those of the national survey. A National Definition Committee has been formed to help shape the substance of the overall project; a

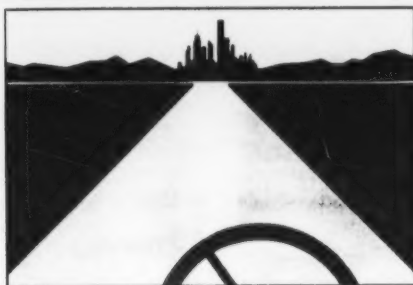
Technical Review Committee will oversee the technical aspects of test design, administration, and analysis. Members of the National Definition Committee are: Barbara Clark (Los Angeles Public Library), Nancy Cobb (Nabisco Biscuit Company), Hanna Fingeret (Literacy South), Evelyn Ganzglass (National Governors' Association), Ron Gillum (Michigan Department of Education), Karl Haigler (Governor's Office, Mississippi), Carl Kaestle (University of Wisconsin), Reynaldo Macias (Center for Multilingual/Multicultural Research, Los Angeles), Lynne Robinson (GAIN Program, California), Tony Sarmiento (AFL-CIO), and Gail Spangenberg (BCEL). ETS will shortly be sending out a detailed brochure about the project to all persons on the BCEL mailing list. For more information contact Irwin Kirsch or Douglas Rhodes, ETS, Rosedale Road, Mail Stop 05-P, Princeton, NJ 08541, (800) 223-0267.

Lifetime Reader Photo Contest

The American Library Association and the Center for the Book of the Library of Congress are sponsoring a national photography contest to celebrate the Year of the Lifetime Reader in 1991. This fall, libraries across the country will hold local contests and first place winners will be entered in a national competition. Winners of the national competition will be announced at the Library of Congress next April. Cash prizes will be given for the winning black-and-white and color photos in two divisions: youth and adult. In each division, there will be 10 honorable mentions. The grand prize will be a trip to Washington and a personal tour of the Library of Congress. For entry information write to Photo Contest, Public Information Office, ALA, 50 East Huron Street, Chicago, IL 60611.

New Program For Commercial Drivers

Earlier BCEL Newsletters have discussed the Commercial Motor Vehicles Safety Act of 1986, under which drivers of commercial vehicles throughout the country must pass written skills and knowledge tests by 1992 to keep their licenses. Drivers must be able to read at least at 6th-grade level to pass the tests and estimates are that as many as one-third of them have skills below this level. Testing has already begun in many states and some new instructional programs have been developed to help the lower-skilled drivers — in West Virginia and Pennsylvania, for instance, and by McGraw-Hill, Inc. Recently, the International Office of the Amalgamated Transit Union (ATU) dis-



tributed a brochure to its members giving information about the new test and announcing its new *Commercial Drivers License Study Program*. Intended for those who need minimal skills upgrading, the program contains four study booklets, a one-hour videotape, and a 45-minute audio tape. The material can be used for home study or in a classroom setting, is built around facts and information drivers must know to pass the tests, and can be adapted to meet local needs. The program is available to ATU members and their employers for \$13.75 and to others, such as community groups, companies, and state agencies, for \$16.50. (Some 12,000 sets have already been sold.) ATU has also prepared an accompanying *Facilitator's Guide* (\$7.50) for union officials and supervisors. To order materials or get more information contact Robert Mofsky, Legislative Director, ATU, 5025 Wisconsin Avenue NW, Washington, DC 20016, (202) 537-1645.

AACJC's Workplace Project

The American Association of Community and Junior Colleges (AACJC) — representing more than 1200 community, technical, and junior colleges — is involved in a year-long workplace literacy project. In March, Rural College Partnership grants of \$10,000 each went to 10 rural colleges scattered across the country. Although the projects differ from place to place, each involves a college working together with one or more local business, job training, civic, or government organizations. For example, Salish Kootenai College in Montana, is helping chronically-unemployed Native Americans in its region develop basic skills, problem-solving abilities, and clear employment goals. The project involves a local JTPA agency, a county extension group, and a state human resource organization. Southwestern Oregon Community College is working with local tugboat companies to help displaced maritime workers upgrade their skills and learn to be tugboat engineers. The AACJC project is being carried out in cooperation with the U.S.

Departments of Commerce and Labor and the Tennessee Valley Authority, who are the primary funders of the overall effort, and several other federal departments and agencies. For more information contact Lynn Barnett, Associate Director, Office of College/Employer Relations, AACJC, One Dupont Circle NW, Suite 410, Washington, DC 20036, (202) 393-7050.

CONTACT: The Bells Are Ringing

Until recently the literacy arm of CONTACT Center in Lincoln, Nebraska has mainly fielded calls generated by the multi-media awareness campaigns of the Ad Council and PLUS (amounting to some 610,000 calls since 1984). The PLUS campaign is ongoing but CONTACT is also becoming a resource for other national literacy activities. For example, promotions of the new Coors Foundation for Family Literacy are using the CONTACT number — and Coors has given CONTACT \$75,000 to add Spanish-speaking operators on all its shifts. Marvel Comics has put out a Spider Man comic book on literacy and is using CONTACT to distribute it. To handle the increasing volume and diversity of its calls, CONTACT has upgraded its answering system so that incoming calls are directed instantly to appropriate campaign phone lines. In addition, under a grant from the Exxon Corporation, CONTACT has added the ability to identify callers by longitude and latitude rather than zip code, making it possible to refer callers to the program nearest them, which may be just one mile across the state line rather than 10 miles away within their state.

Department Of Education Workplace Grants

The National Workplace Literacy Program of the U.S. Department of Education gave \$21.4 million in grants for 76 workplace projects during 1988 and 1989. Grants for 1990, totaling some \$19.7 million, will be awarded later this year. The grants are directed to partnerships involving at least one private-sector employer, union, or business HRD group and one education organization. They cover 70 percent of project costs, with the partners picking up the balance. The Department of Education reports that of the 37 projects funded in 1988 some 40 percent were for workplace programs given on-site while 35 percent used a combination of on- and off-site instruction. About 40 percent involved a partnership with a manufacturer, 32 percent an electronics group, 15 percent a nursing home or

hospital, and 8 percent a hotel. Fourteen of the funded projects involve or are focused exclusively on small businesses. From the standpoint of services offered, 11 percent of the grantees are working to introduce new technology into their workplace instructional programs and 50 percent are offering English as a Second Language services as one component of their overall skills upgrading program. For more information on the Department's workplace program contact Sarah Newcomb, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, 400 Maryland Avenue, Washington, D.C. 20202-7240, (202) 732-2390 or (202) 732-2272.

Implementing The JOBS Program

The Departments of Health & Human Services, Labor, and Education have entered into an interagency agreement to provide coordinated technical assistance to states and localities to help them plan and operate effective JOBS programs for welfare recipients as provided for in the Family Support Act of 1988. Basic skills instruction is one of the areas to be emphasized. The agencies expect to announce a three-year contract award for the effort this month. BCEL will provide further details in its October Newsletter issue.

Domestic Policy Council Task Force

In March, at the request of the President, the Domestic Policy Council set up a Task Force on Literacy, co-chaired by Assistant Secretaries Betsy Brand of the Department of Education and Roberts Jones of the Department of Labor. The group's first task is to develop recommendations for coordinating the literacy activities of the Departments of Education, Labor, and Health & Human Services. It will then turn to considering long-term strategies for the literacy activities of all federal agencies.

The SCANS Commission

On February 20, Secretary of Labor Elizabeth Dole announced establishment of a new Secretary's Commission on Achieving Necessary Skills (SCANS). The group's broad charge is to shape a program to meet the basic skills needs of high-school graduates who are not college-bound but who need to be readied for meaningful employment. Former Secretary of Labor William Brock is chairing the Commission which has a membership of 30 business, labor, and government leaders. The Commission had

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NEWS IN BRIEF

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its first meeting in mid-May and expects to produce and widely disseminate a report and recommendations next year. The SCANS initiative is part of a larger workforce literacy agenda announced recently by Secretary Dole. Among the activities planned by DOL are programs and strategies to address school-to-work transition problems, a mentoring campaign to mobilize business and labor volunteers to help in-school youth at risk of failing or dropping out, expansion of apprenticeship programs, and establishing a National Advisory Board on Work-Based Learning to explore accreditation and expansion of work-based education. For more information contact Libby Queen, U.S. Department of Labor, 200 Constitution Avenue NW, Room N5637, Washington, DC 20210, (202) 535-0662.

Cox Educational Services Sponsors Workshop

Cox Educational Services is a major national technical assistance organization which helps large and small businesses develop job-related basic skills programs for their employees. It is currently designing an industry-wide basic skills curriculum for the National Association of Printers & Lithographers (see Corporate Literacy Action, p. 14) and has numerous other workplace projects underway as well. Drawing on its hands-on experience over the last two years, Cox held a two-day workshop in Dallas on May 23-24 for human resource and training officers from companies in the manufacturing, food-service, health-care, and utility industries. The participants were all in the early stages of putting together employee basic skills plans for their companies. Working in small problem-solving teams, they were given strategies and tools for dealing with such complex issues as the changing definition of literacy, "academic" vs. "functional context" approaches to instruction, assessing workers' skills, and balancing the interests of the various groups found in a typical workplace setting. Cox plans to hold similar workshops in the future. For more information contact Mike Higgins, President, Cox Educational Services, 2200 Ross Avenue, Suite 3600, Dallas, TX 75201, (214) 220-3630.

Take Up The Song

The CEFS Literacy Program in Effingham, Illinois, which is part of a multi-county community action agency and an affiliate of

Literacy Volunteers of America, is reaching new students and volunteers and raising funds with a poignant new song called "I Can Read." The song, which is available as an audio cassette, results from a two-year collaboration of a CEFS student, two song writers, a high school band instructor who performs as the vocalist, and Quality Media Production in Salem. It vividly captures the emotions of an adult who can finally read. For copies of the tape (\$7.00 each) contact CEFS Literacy Program, 101 N. 4th Street, PO Box 928, Effingham, IL 62401, or call Chris Boyd at (217) 342-2195.

Charging Ahead With LVA

Literacy Volunteers of America and Maryland Bank of North America, the world's leading issuer of "affinity" credit cards, are joining hands in a novel approach to fundraising. LVA will be sending out a mail solicitation to its volunteers, friends, and other supporters nationwide to invite them to apply for an MBNA-issued LVA credit card. Other individuals, including BCEL's readers throughout the business and literacy communities, are also welcome to apply. MBNA will pay a fee to LVA for each applicant issued a card and for each retail purchase subsequently charged to the card. For information on how to apply write to Jonathan McKallip, Literacy Volunteers of America, Box B, 5795 Widewaters Parkway, Syracuse, NY 13214.

South Carolina's Workforce Initiative Moves Steadily Ahead

In 1988 Governor Carroll Campbell of South Carolina launched the Governor's Initiative for Work Force Excellence, a statewide employee basic skills program having substantial input from business leaders and workforce program designers around the state. Several significant advances have been made so far. For example, under an Appalachian Regional Commission grant, the Initiative has developed two functional-context instructional programs, one for the textile industry and one for metal-working jobs. The curricula, designed by Tri-County Technical College in consultation with Penn State University's Institute for the Study of Adult Literacy, is already in use at several work sites. Some 400 companies are involved in the state's Initiative and many new companies are starting to come forward for help. To date, the overall effort is being paid for primarily by federal Job Training Partnership funds and small grants from the state's Board of Vocational and Technical Education. The fact of public funding at this stage has

reportedly been instrumental in attracting and holding business interest. Eager for the overall endeavor to succeed, principals of the Initiative met in Columbia on April 30 and May 1 to consider progress made so far as well as problems to be addressed. In the coming months, steps will be taken on several fronts to keep the effort on track. For example, activities are being planned to increase high-level management support for individual workplace programs, increase worker access to programs through flexible scheduling, deal with worker concerns about confidentiality (which affects participation rates), and help more programs adopt a functional context approach in designing instructional programs.

Elsewhere In The States...

- **The Illinois** Literacy Resource Development Center organized a statewide workplace literacy conference in Chicago on May 16-17. Some 200 national and state representatives of business, labor, and adult education took part in three dozen panel discussions. Among the panels was one in which business leaders spoke about human resource-development and employee skills upgrading issues affecting their workforces. Other panels considered literacy definitions, small business needs, and the role of workers in designing workplace literacy programs.

- **The Massachusetts** Workplace Education Initiative and Quinsigamond Community College — with support from the U.S. Department of Education — sponsored a statewide workplace literacy conference in Worcester on March 22. Speakers focused on the need to go beyond "quick fix" solutions to employee basic skills problems, and described more than a dozen specific projects currently being operated by employers, unions, and educators statewide. The state has recently completed an independent evaluation of its workforce literacy projects over the last three years. A report on the findings will be available in the fall.

More To Come With PLUS

Project Literacy U.S. (PLUS) launched its fifth campaign year in May with a national symposium in Washington. Focusing on workplace literacy, and called "Put Your Mind to It," the new campaign will include numerous activities by Cap Cities/ABC and PBS. ABC will broadcast 30- and 60-second awareness PSAs on the workplace theme, and in June the network began a special series of PSA profiles, each month to feature a person who has used education

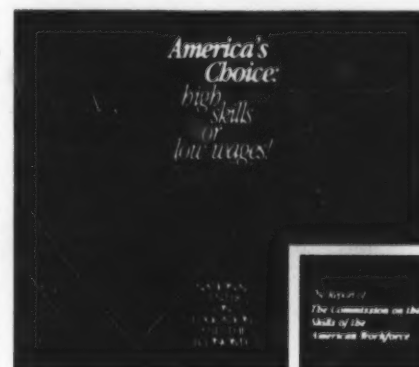
and literacy to improve his or her life. PBS plans to hold a major business breakfast teleconference this fall and is providing materials for community PLUS Task Forces. PBS is also producing an hour-long documentary for broadcast in 1991.

The New Imperative: Patterns Of Work Organization In America Must Change

The Commission on the Skills of the American Workforce, chaired by Ira Magaziner and former Secretaries of Labor Bill Brock and Ray Marshall, has just released a powerful new report, *America's Choice: High Skill Or Low Wages?* Based on extensive research and interviews with more than 2,000 employers in seven industrialized countries including the U.S., the report reaches two broad conclusions. One is that U.S. business and industry, across the board, must give much higher priority attention to the basic skills and higher-level training needs of both current workers and those in transition from school to work. This

alone, however, will not result in the higher productivity and level of international competitiveness needed to protect the American standard of living. For that, nothing less than the fundamental restructuring of patterns of work organization, in big and small businesses alike, and in every sector of the economy, will be vital. Worker education and drastic changes in the structure of work itself must be implemented hand in hand and as a matter of greatest national urgency. The report offers numerous carefully-integrated recommendations for achieving these imperatives. It is must reading for business leaders throughout the country, for policymakers at all levels, and for everyone concerned about workplace and workforce literacy, the American way of life, and productivity of American business. Information about the book, including an order form, is being widely disseminated nationally and will come to all readers of the BCEL Newsletter. The book is \$18 (\$15 for bulk orders of 10 or more) from the National

Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614. Because of the importance of *America's Choice*, it will be given in-depth coverage in the next issue of the BCEL Newsletter. By then, numerous background papers to the main report should also be available and the title (or titles) and ordering information will be supplied. ■



SMALL BUSINESSES

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Item. Small businesses generate two out of every three new jobs in America — for which they have been dubbed "the job machine." They are labor intensive, in contrast to big companies where capital is substituted for labor. About 10.5 million new jobs were created in American business between 1980 and 1986; almost two-thirds of it came from small businesses. More than a third came from businesses with fewer than 20 workers.

Item. Small businesses have shorter tenure on the job and a higher turnover rate than large ones. For example, a 1984-85 study for the SBA by Berkeley Planning Associates showed that 27% of workers in small firms left their jobs that year, compared with 15% of workers in larger firms. In part, this is related to the kinds of workers they tend to hire: low-skilled entry level workers, teenagers, women re-entering the job market, older persons, and part-timers — in short, those with a weaker or temporary attachment to the labor market.

Item. Small businesses pay lower wages than large ones, partly because they are heavily concentrated in the service sector. This contributes to the greater movement in and out of jobs. For example, according to a 1988 report by SBA [*Small Business in the American Economy*], the hourly small business wage in 1984 was less than \$5 for 56% of firms having 100 or fewer employees, and between \$5-10 for 34% of such firms.

High Turnover: A Special Issue

The Commission on the Skills of the American Workforce reports that one-third of all American workers today — some 35 million people — are part-time, temporary, or under short-term contract, making up a huge "contingency" workforce. Because this body of workers is not seen as promotable or permanent, employers have no reason to invest in their training and upgrading. This turnover is costly

in both productivity and quality of work. While employers enjoy the advantage of paying lower wages and having a workforce they can shrink or expand to fit their fluctuating labor force needs, they pay a price: the loss of productive workers to competitors... the burden of greater paperwork associated with payrolls and regulatory requirements... loss of employee loyalty... the diversion of management away from production activities to recruitment and hiring... and the like. In a smaller firm, a single vacancy is generally more disruptive than in a large one, even if it can be filled quickly and with minimal training.

The Impact Of Computers

Some 70% of American firms having more than 10 employees are already using computers. Their use implies the ability to read and to process the information generated. It is worthy of note that while manufacturing firms lost employment from 1980-86, the losses were concentrated in very large companies, particularly in auto and steel production. Manufacturing firms with fewer than 100 employees actually added 800,000 employees during this period. This came about through the use of computerized machine control technology which made it feasible to turn out goods in shorter production runs, and through an increase in "contracting out" to big firms for production of sub-components and sub-assemblies. Small businesses, again like their larger counterparts, will be even more computerized in the coming years, with the greatest growth in very small firms, further increasing the pressure for skills upgrading and other educational services.

Direct Barriers To Skills Upgrading

There is little more than anecdotal information about the extent of employer-based basic skills programs in American business and industry. But recent research strongly indicates that only a minuscule percentage of company training expenditures currently go into basic skills programs. According to

the American Society for Training and Development (ASTD), the nation's employers spend about \$30 billion per year in direct costs for formal training courses that they either provide themselves or buy from outside providers — excluding wages paid while employees are participating in the training. This represents, on average, 1-2% of payroll. Additionally, about \$180 billion is spent on informal training. In an article published in the February/March 1990 issue of the *AACJC Journal*, Anthony Carnevale, chief economist at ASTD, estimated that "companies are spending only about \$250 million of the \$30 billion formal training pie on reading, writing, math, and other basic skills."

Moreover, not only does "training" not usually mean basic skills, but it rarely extends to entry-level workers. Only about 13% of American workers get formal on-the-job training, and mostly they are the more highly educated personnel: managers, supervisors, professionals, and upper level technical workers.

If little is known about workplace skills programs and expenditures in bigger companies, even less is known about small businesses and how they fit into the overall scenario. "No statistics are published by the federal government on training," says the SBA. And "data on training by firm size are even more difficult to obtain."

Here is some of what is known, however, largely from the work of SBA, ASTD, and, more recently, The 70001 Training & Employment Institute. (Note: In a project for the U.S. Department of Labor, the Institute is working to develop models of structured workplace learning for small businesses. The Institute has examined the training practices of several thousand firms with under 100 employees, averaging 20 employees per firm, in industries projected to be among the fastest growing. In a recent and as-yet-unpublished report to DOL, the Institute re-confirmed or provided anew many of the facts that follow.)

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"Journey Into Reading," a full-color poster put out by the Canadian Library Association in conjunction with International Literacy Year, is available for \$12 from CLA, 200 E. Elgin Street, Ste 602, Ottawa, K2P 1L5.

SMALL BUSINESSES

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- Because small businesses provide the majority of new workers with their first work experience, they are at the frontline of teaching work socialization: punctuality, perseverance, how to get along with fellow employees, communicate with the supervisor, accept responsibilities, and the like. Thus, they contribute significantly to the general productivity of the workforce.
- The nature of the work environment in small firms forces them to demand more from their employees than larger firms do. "In a small business," says the Institute, "every person is critical. Each person is very much on his/her own, making hourly decisions... Small firm employees pitch in when and where they are needed, which requires them to understand and function in a wider range of skill areas. Job descriptions are less defined than those in larger firms."
- While it might be expected that small firms would compensate for the low skills of their marginal workforce with job-related basic skills programs, in fact, according to the Society for Human Resource Management, "almost half of employers with 500+ employees provide some basic skills instruction, while only 19% of firms with fewer than 100 employees, and 18% of firms with 100 to 499 employees, do so."
- Of the companies surveyed by the Institute which do not provide basic skills services, nearly half said that they do not hire persons with basic skill deficiencies so have no need to do so. More than a third of the companies surveyed said their employees have no need for such services. Among the smaller companies, nearly one-fifth identified a lack of expertise in assessing and meeting remedial needs, and 15% said workplace literacy programs are not their responsibility.
- Education that is provided to small business employees is mostly general job training, and not

addressed to job-specific basic skills needs. It tends to be more informal and unstructured than in large companies — following the boss or supervisor around to get oriented to the job, for example, or watching co-workers, generally trial and error. This is largely because each and every employee is needed on the job. Time away from the shop floor or desk substantially disrupts operations. In larger firms, when an employee is absent or off-site to attend classes there are others on hand to make up for it.

- To the extent that formal training does occur in small businesses, it generally occurs off-site. Lacking internal resources, small firms have no choice but to turn to outside sources for their training needs. ASTD indicates that large companies buy almost 40% of their formal training from outside providers, mid-size employers buy an even larger share outside, and small employers go outside for nearly everything. [Note: The problem here is that most outside provider groups are not themselves trained in assessing workplace needs and designing workplace programs.]

- The greatest barrier to any kind of small business education is the problem of costs. Over half of the firms reporting to the Institute say outright that they can't afford the educational services they would like to provide. Indeed, it is the "perception" of the vast majority that such programs are simply too expensive an investment for their small-scale operations.

- Most analysts think that for small businesses to meet their employees' educational needs, they will need to link with local or state consortia or even to turn to bigger businesses for help. Yet, small firms have a natural fear of losing their trained workers through such arrangements. They tend to see "up" as "out," and the huge turnover problem is already a major disincentive. Nearly half of all small employers view their turnover as too high to justify the cost.

- It is perhaps encouraging that a majority of the firms surveyed by the Institute said they would increase their "training" activity over the next 3-5 years — reflecting presumably a growing concern about workforce quality. But the smaller companies

indicate that they will not make an investment on which they will not receive significant and immediate return. Moreover, small firms, unlike big ones, tend not to have human resource directors, in-house divisions, or consultants to manage and develop training. The boss or the boss's spouse or the secretary, each consumed with many other duties, must often deal with these and other matters. Put another way, the resources are simply not there to address the multiple factors that must be taken into account if skills problems are to be met.

The implications are clear. And they are disconcerting. While there may well be a dawning consciousness among small businesses about workforce skills upgrading needs, most small employers do not yet grasp just how serious the problems are that face them just around the corner. In the main, it hasn't hit home that with the looming labor shortage and the graying of the workforce, they will be less and less able to turn to the traditional pool of entry-level workers. "Demographics are going to force the issue," says SBA economist Thomas Grey. The bottom line is that "if small businesses don't increase productivity, they won't survive." They will have no choice but to compete with big business and pay higher wages.

This, in fact, is already happening. The National Federation of Independent Businesses reports that the number of small firms paying higher compensation rates has risen steadily over the past two years, an increase that correlates with local labor shortages. Moreover, the older workers who will have to be hired in the years to come will want and need health and pension plans, which are offered only infrequently by small businesses now. All of this will increase costs. The choice that confronts small business is either to cut profits, to cut wages in exchange for benefits, or to increase productivity and let that pay for the higher cost of doing business. But to increase productivity, a more highly skilled workforce will definitely be required. So we have come full circle.

To compound things, while many small employers are beginning to see that job-specific skills training will be necessary to prepare workers for handling sophisticated equipment and processes, neither they, nor large employers for that matter, adequately recognize that persons who function at severely low levels of English speaking, reading, writing, and math won't automatically be able to succeed in a skills upgrading program. They may first need help with more basic "social coping skills." Where new immigrant groups are concerned, for example, ESL experts consider the development of speaking and listening skills, and often psychological counseling and workplace acculturation, to be prerequisites for learning to read and write.

Given the complex scenario outlined above, and the immense pressures on small businesses, the challenge to them and the nation is daunting. How can attitudinal problems be overcome? What kind of programs should be designed, and how? How will it all be paid for? Who should be responsible for what? What are the public policy implications? How can the logistical problems be addressed? The sheer number of small businesses and the isolated circumstances in which many of them operate make it impractical to deal with certain of their problems individually: wholesale strategies that address common problems seem to be needed. These and numerous other questions loom large and there are no easy answers.

Two Prototypes To Consider

Rochester, New York. In some places, the driving force bringing small employers into basic skills programs is concern with the quality of their products. Rochester, a heavy manufacturing region, is an excellent example. Many of the small companies in the area are part of vast supplier networks to major corporations such as Xerox, Eastman Kodak, and others. The AC Rochester Products Division of General Motors, for example, the division responsible for fuel injectors and catalytic converters, has 2,446 suppliers in that region alone. Eastman Kodak has over 400 minority and women-owned suppliers. These giant corporations set quality standards for their own products and impose them on their suppliers as well. They often set a time by which a supplier must reach a set standard of statistical process control, a system for monitoring product quality, and warn that the relationship is in jeopardy if the goals are not met.

The small businesses in turn buy automated equipment to meet these goals. In addition, many of the suppliers, which may range from 10 to 200 employees, are adopting "cellular manufacturing" or "high performance work teams" like those long used in Japan. These are groups of flexible workers able to produce a variety of products, with each team member knowing the jobs of all the other members of the cell. Each cell may consist of perhaps 8-16 workers.

To operate the new equipment, workers need greater basic skills proficiency. Working together in the cells requires higher communication skills. For statistical process control, which is a subset of mathematics, they need better math skills.

The agency that serves them is the Finger Lakes Regional Education Center for Economic Development, one of 10 New York economic development regions operated by the state education department. The Center is a consortium of education providers. It includes the Rochester city school district, the vocational technical high schools, and the two- and four-year colleges, all of which draw in the small businesses through the supplier network and the unions, the latter playing a vital role.

The Center has developed generic curricula for the basic skills needed in the workplace, as well as a curriculum in statistical process control, in decision-making, problem-solving, and basic computer literacy. These were designed into mastery learning modules, with the modular units planned so that appropriate instruction can be plugged in and delivered anywhere as needed: on site, in a learning center, the union hall, or wherever appropriate. Because Rochester is a wide-spread region, the providers are assigned to specific geographical areas. But because of the pre-packaged modular curriculum, employees in the smallest tool company with 50 or so employees in the outermost corners of the state receive the same advantages of training as the large in-house programs in Rochester such as Eastman Kodak, say, with its 46,000 employees.

By all reports the system works. Union members know that to stabilize their jobs they must upgrade skills. They also know that the programs put them on a path to upgrading they otherwise would not have, and it provides for portability of skills. The training does not deal with the literacy needed to work on any particular machine, which may be changed next month, but on how to work in a manufacturing environment. The upgrading also

helps to create a level playing field for all the companies and thus to stabilize the problem of turnover. For these reasons, the unions and the workers themselves are viewed as indispensable participants in the program planning.

A testament to the success of the program are the remarks of Bud Holler, vice president of the UAW Local 1097, speaking for both AC Rochester and the union: "During the three years we've conducted workplace literacy programs at AC, we've lowered the cost of the product by 47%. In some areas of the plant we've been able to increase quality by over 800%, and they say most of that is due directly to the training. As a result AC Rochester has developed a capacity to attract contracts with foreign companies including Japan, Germany, Korea, and a major contract with the Soviet Union for selling catalytic converters and fuel injectors. That would not be possible without the quality product of the supplier chain."

Holyoke, Massachusetts. Hampden Papers, based in Holyoke, employs 185 people. The firm buys paper, paper boards, chemicals, metallic coil and plastic film, and converts them into paper products. None of these products are sold retail; they are supplied to other manufacturers who in turn use them as components in their own products. Hampden serves more than 50 different markets comprised of manufacturers who produce boxes, bags, luggage, game boards, book covers, match boxes, and an array of similar goods.

Mondays to Fridays, from noon to 5:00, twelve workers who are currently enrolled in a company learning program attend classes on the premises. Most attend on their own time, but three are released from their jobs for three hours a week. Those who go to class on their own time, whether before or after their shift, are paid their regular hourly wage by Hampden. The classes are geared to improving the basic education of the workers, but the study materials deal with the tasks they perform on their jobs. The work-oriented basic skills curriculum is flexible. It includes, as needed, English as a second language, adult basic education, and preparation for the GED. Classes are taught by an instructor from the International Language Institute of Massachusetts, a private, nonprofit school. They are paid for jointly by the Massachusetts State Workplace Education Initiative and the company, with the latter now matching 100 percent of the state's funds with cash and in-kind contributions.

The program is about to enter its third year, with a total of 20 workers having participated so far. The results range from improved confidence to job promotions to three participants who are ready for or have passed the GED. There is on-going oversight by an advisory board comprised of representatives from the company, the union, the school, the area Private Industry Council, and the local Chamber of Commerce.

How did a small paper manufacturing plant in a small New England town find itself in the business of teaching basic skills?

"We're an old company, we've been here for 110 years," says Robert Fowler, president of Hampden Papers. "But now we're on a collision course between two conflicting trends. One is that in our shop the requirements for reading, writing, and handling basic arithmetic are increasing. There used to be a time when we had people working here who were functionally illiterate. We had plenty of jobs for them. But today we don't have jobs like that, not a

single one. Our business has become much more sophisticated. We used to use a machine, for instance, that produced 1500 lineal feet of paper a day. At that rate, we could say to the operator, 'Push the green button in the morning, the red button in the afternoon, and call us if you need help.' But while we've been replacing the old machines with the new ones that produce more, the level of workers coming for jobs has declined dramatically. These machines are very complex, they've got control panels that look like NASA. They produce enormously more per man hour, but they also require a great deal more from the machine operator per man hour. At one time, if the man did it wrong the penalty was that he spoiled two reams of paper. Now if he does it wrong he spoils enough paper to stretch the entire length of Massachusetts."

"We always assumed that basic literacy was society's job," says Mr. Fowler, "but given what we're faced with now, management has a clear choice. We can do nothing or do something and I don't think we can afford to do nothing."

Laying Foundations: A Nucleus To Build On

In addition to the pathbreaking models detailed above, there are other promising pockets of activity around the country that should help light the way. Much of it has been generated by new federal funding for workplace literacy demonstrations over the last two years, some of it going to support projects by or for small businesses. Also at the federal level, major new literacy legislation pending in Congress includes further provision for strategic projects in workplace literacy. Although it does not focus specifically on the special needs of small business — in fact no new legislation has this focus! — it is likely to be used in part for that if enacted.

On the policy development front, several national studies in process should help out. One such study is that being carried out for the Small Business Administration by Berkeley Planning Associates, a California-based group experienced in labor market research for federal and state government. Berkeley is presently studying some 25 workplace programs focused on small businesses, and by the end of this year or early next year hopes to put out a report containing "how-to" information for small businesses and education provider groups.

Another study being carried out for Congress by the Office of Technology Assessment gives considerable attention to small businesses, and its final report will eventually be available publicly, possibly late this year. The work of The 70001 Institute for the Department of Labor is a further example and it will go well beyond research into actually developing prototype models. And the Southport Institute for Policy Analysis, which produced the JUMP START report, is planning to undertake an 18-month study of how and why companies invest in workforce basic skills as a basis for developing public and private policy options to encourage companies to invest substantially more. The project, to be carried out in partnership with the National Federation of Independent Business Foundation, is to include case studies of corporate decision-making in some 60 small to medium-sized firms in several states.

Of equal value in this vein are projects, one new and one nearing completion, addressed to the following two substantive problems:

The importance of designing workplace programs and assessing learning in terms of "functional" (Cont'd on p.8)

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context" is well established by research. Traditional academic and school-based approaches are generally not suitable. But functional context education is a new concept for most literacy and education professionals, indeed for businesses large and small, and few of them have the know-how to apply it. To help overcome this obstacle, the National Alliance of Business (NAB) is presently organizing a national advisory panel for a long-term effort to devise a national strategy to help large and small companies conduct functional context literacy programs as part of their job performance improvement efforts. A chief thrust of the effort will be to develop curriculum that can be used eventually to teach large numbers of adult and vocational education personnel and community college people how to develop functional context skills programs and train trainers for small businesses. Simon & Schuster Workplace Resources will publish the guides and curriculum produced in the project. In a sense NAB will itself be learning as the project moves along, for as Brenda Bell, a senior program official there, puts it: "The tools, language, and processes needed on the job are not yet adequately studied."

Another problem we face in developing programs for all of business and industry is that we don't know with enough precision just what kinds of skills are needed for specific entry-level jobs. The Educational Testing Service is two years into a three-year project to address this matter. It is examining occupational clusters around the country in industries projected by *Workforce 2000* to be the fastest growing. Judith Norbeck of ETS indicates that the point of the study is to learn exactly what skills workers in such industries will need to perform their jobs. The study is covering a range of job functions in five specific entry-level jobs that are common to several kinds of work environments — such as banking, insurance, manufacturing, health care, and government work. Its overall purpose is to lay the base for subsequent development of suitable testing instruments and instructional programs in both small and large work settings.

Two national associations have also embarked on projects that should benefit small businesses and help advance national thinking about them. After a year-long development period, the National Association of Printers and Lithographers is about to release an industry-wide basic skills curriculum for its membership of largely small businesses (see *Corporate Literacy Action*, p. 14). In the banking industry, many members of the American Bankers Association are small businesses and should benefit from the industry-wide basic skills program already being marketed by Simon & Schuster Workplace Resources (see *Tools Of The Trade*, item 27, p. 12). The design experts behind these efforts are Cox Educational Services based in Dallas and Performance Plus Literacy Consultants of Springfield, Virginia, and both are engaged in designing programs for other small businesses as well. Moreover, the banking and graphic arts efforts are examples of wholesale approaches and are significant as such. They are also significant because they are based on national surveys of need and built around functional tasks that at-risk workers actually encounter on their jobs.

At the state level — in Massachusetts, New York, Illinois, the Carolinas, Alabama, Virginia, Mis-

issippi, and elsewhere — a variety of initiatives are also under development, usually with the strong involvement of governors' offices, and often under the leadership of unions.

In Alabama, for instance, large and small businesses are networking with each other, with support from state agencies. The state's Small Business Development Office learned that several factory representatives were looking for small manufacturers to supply products to their large industry customers. Interested in helping small minority businesses, they linked the two, with basic skills training coordinated by the state office and delivered through the community college system.

The Massachusetts Workplace Literacy Initiative, which is part of a comprehensive statewide literacy plan, is developing special curricula around the statistical process control systems being adopted by many manufacturers in the state. About half of the companies participating in the effort are small businesses. In a separate effort, the Continuing Education Institute in the Boston region, using federal workplace funds, has recently developed curricula to meet the specific needs of several small nursing facilities in the area. The program may well have relevance to the nursing home industry in general.

In New York, the State Education Department is entering into contracts with local unions, or unions in consortium with education agencies, to conduct workplace programs, a number of which involve small businesses.

* * *

It bears repeating that the problems faced by Hampden Papers in Holyoke and by the Rochester community are but mini-versions of the conflicting trends that pose a threat not only to small businesses but to the well-being of the nation. In this regard, all of the activities just touched on are important for they represent a nucleus on which to build. But they are also very new and represent only a modest beginning given the scale and complexity of the problem. The fact is that very little is yet known about what they add up to or how the collective experience can be used to map an overall national course.

It won't be easy for small businesses or the nation to meet the challenge. There are huge logistical problems to be sorted out, major substantive issues to be tackled, attitudinal and awareness obstacles to be overcome, profound research and policy gaps to be filled, and a myriad of other barriers to break down and move past. Moreover, we still have large unanswered questions about adult learning itself — this is not just a small business issue — and about the new rules of a global economy which seem to change almost daily.

Some Final Issues

Spreading The Word. To overcome lack of small business awareness and involvement, aggressive and innovative "marketing" may well be needed. State economic development offices, chambers of commerce, private industry councils, and, most importantly, national trade associations must, as most analysts see it, play a central role in such an effort. With a few notable exceptions, most of these entities are presently doing very little. There are more than 6,000 national trade and professional associations in the U.S. with state and local chapters numbering in the tens of thousands. The SBA itself has over 600

small business development centers around the country to provide technical and counseling help to small businesses, most of them housed in academic institutions. But by their nature organizations such as these tend to lag in awareness themselves. Similarly, colleges, and especially community colleges, have been slow to understand and move into this arena, and in terms of potential they are thought by many to be the single most important component of the provider system because of their community orientation and/or intellectual base.

State Policy. While there is no substitute for federal policy leadership, the primary burden for setting clear and useful policy goals rests with the states. To date only a handful of states have undertaken comprehensive long-range literacy planning in the larger context of human resource and economic development. Mechanisms need to be developed, for example, to bring employers together and aggregate demands for different kinds of training. Particular industries or sectors of the economy need to be targeted in terms of their particular employment and competitive needs. And careful attention needs to be given to the use of discretionary funding so that it isn't always public providers or trade associations or industry groups receiving the support, but the group or combination of groups that can best deal with the problem, however the problem is identified.

Federal Policy. A number of persons interviewed for this article pointed to lack of a national employment policy as a major obstacle to moving forward in a clear, systematic way. The nation has not decided on a direction, they say, doesn't have a set of clear goals, no real system in place to retrain and upgrade, especially in the workplace, and, no policy relating specifically to small businesses. We do have a policy and system for moving unemployed people into jobs (through JTPA and the JOBS program, for example), but none yet for the under-employed functionally illiterate adult. Fortunately, Congress and the Department of Labor are more and more aware of this problem, spurred on by the increasingly global nature of economic competition.

The Financial Environment. No one any longer doubts that it will take a major long-term investment to address the nation's workplace and workforce problems. And it is increasingly clear that the size and nature of that investment will require the active involvement of business as well as government. Yet, while there is a trend toward employer-based skills training, it is still common among most businesses to treat worker skills upgrading as a public responsibility. Moreover, the nation's businesses are accustomed to investing for the short-term, to turn a quarterly profit, rather than investing for the longer-term future, and this mind-set works against their support for workplace literacy on a scale commensurate with the need. This is a serious problem for the nation and one in need of strong government attention.

The Need For Information. Finally, the main frustration in preparing this article, a frustration voiced by nearly everyone BCEL consulted, is that there is insufficient data collection on small businesses at the national level. Not only is much of the data thin — and virtually silent on the question of small business worker education below high-school proficiency level — but it is often conflicting, making comparisons difficult. There is a serious need for more information on the characteristics of workers in small firms as contrasted to large. Data are gathered at the present time by a patchwork of government agencies, often on an ad hoc basis.

ADVANCES AT UNITED WAY



Nearly two years ago, United Way of America (UWA) adopted literacy as a top priority, and in early 1989 it convened a national Committee on Education and Literacy made up of leaders from business, government, education, labor, and the literacy field. The goal was to develop policies and strategies to help its more than 2,000 local United Ways form productive partnerships with literacy groups and others at the community level. UWA also announced plans to raise some \$2.5 million for local venture grants. (Already the organization has received \$700,000 from **United Parcel Service** for pilot projects in six cities.) The UWA has also taken an active role in public policy development, and it recently issued two new publications for local United Ways: a quarterly newsletter, called *Literacy Update*, and the 1990 *Directory of United Way-Supported Literacy Efforts*.

This year UWA will develop and distribute a variety of materials to enable local United Ways to conduct regional forums, develop management and leadership abilities, and provide technical assistance to local literacy groups. **Exxon**, **AT&T**, and **Sears** have provided grants to support these and other activities. Annette Laico, director of the initiative, is very encouraged by the response of local United Ways so far. "In 1988, we counted 100 chapters involved in literacy," she observes. "This number has now grown to 350. When you consider that over half of our locals are small volunteer groups with no full-time paid staff, this represents an increase of over 250 percent in just over one year." Furthermore, she points out, "United Ways usually maintain close ties with the business community and are in an excellent position to make connections and act as a catalyst for literacy programs."

San Diego. Sharon Morioka, Senior Planning and Allocations Associate for the United Way literacy project in the San Diego area says: "We wanted to help the community understand exactly what illiteracy is,

how it affects every aspect of people's lives, and by extension, of society. Our area already has two established literacy organizations: the San Diego Council on Literacy and the San Diego County Literacy Network, so we wanted to avoid duplicating their efforts." UW-San Diego consulted with the two groups and learned that they needed help gaining more media exposure as well as with developing ties to the business community. In response, UW began with a presentation to its Board of Directors, which included many business leaders. A key feature of the discussion dealt with how illiteracy affects business in terms of productivity and lost revenues. Lasting 30-45 minutes and including a learner and tutor as tangible examples of people who have overcome personal obstacles, the presentation has since become the model for one of the most requested forms of assistance from UW-San Diego. Moreover, with funding

from **Kaiser Permanente** and four local **Altrusa Clubs**, UW has produced a literacy video for use by local literacy groups in their own presentations, and some 1,000 people have seen it over the last six months. UW-San Diego has also helped literacy groups in the region by publishing and distributing some 5,000 copies of a "Wish List" of in-kind contributions they need, such as meeting space, file cabinets, and learning materials.

Gadsden, Alabama. Cathy Back, Associate Executive Director of United Way of Etowah County, says that a main element of her program has been the active cooperation of the area's major industry, **Gulf State Steel**, and its vice president of personnel, Earl Guss. Mr. Guss, who is also president of the local literacy council, stresses that "a successful literacy drive must involve all

(Cont'd on p. 10)

TWO HEADS ARE BETTER THAN ONE

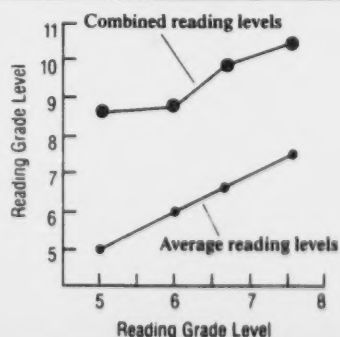
From work in progress, Thomas Sticht of Applied Behavioral & Cognitive Sciences offers the following research note on socially-distributed literacy in the workplace:

One of the major differences between the schools and the workplace is that the latter permits employees to work together on tasks. If one person does not know how to do something, he or she may ask someone else for information. . . . When working together, two or more less literate workers may actually possess much more literacy as a social network than either does as an individual.

To illustrate the foregoing, tests that had been administered to Navy personnel were selected to represent different levels of marginal literacy. In the table below the test scores [given in reading grade-level equivalences, though other scaling systems would produce similar results] are given for individuals reading at the 4.4 and 5.6 grade levels. The average of the two scores gives a reading level of 5.0. But when the number correct that the first person got is supplemented by the number correct that the second person got, that the first did not, and then the combined raw score correct-converted to a reading grade level, a combined reading grade level of 8.7 was

obtained. A similar procedure produced similar results, as the table shows. Whereas the average reading ability for a grade 6.4 reader and a grade 7.0 reader gave an average reading level of 6.7, their combined reading level was 9.9, 3.2 years greater than their average, and well above each individual's reading level. Two 7.6 level employees actually made up a social network with a 10.5 reading level.

This research note, Mr. Sticht points out, suggests one reason why many employers do not recognize the consequences of low literacy skills in individual workers. It also suggests that in workplaces where individuals are allowed to function as a team the consequences of low individual skills may be partially compensated for by that fact alone. The findings have implications for the design of workplace curricula, needs assessment, and program evaluation. For example, cost benefit analyses calculated only on the basis of individual learning achievement may in some cases underestimate the real payoff of a program. Readers who want to verify Mr. Sticht's findings are encouraged to try his procedure in their own testing. BCEL would welcome a one-page summary of the results to share with Mr. Sticht for use in his ongoing research.



Reading Grade Levels	
4.4 & 5.6 = Avg. 5.0, Combined RGL of 8.7	
5.3 & 6.7 = Avg. 6.0, Combined RGL of 8.8	
6.4 & 7.0 = Avg. 6.7, Combined RGL of 9.9	
7.6 & 7.6 = Avg. 7.6, Combined RGL of 10.5	

Note: If the first reader got 20 out of 30 items correct, and the second reader got 5 of the ten items missed by the first reader, the combined score is 25 correct. This combined raw score is then converted (here to a reading grade-level score) to determine the combined, socially-distributed literacy level of the social network.

ADVANCES AT UNITED WAY

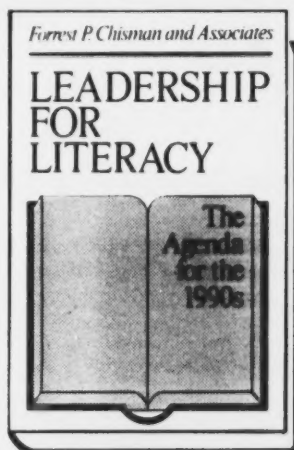
(Cont'd from p. 9)

parties in the community, but especially business and industry. Here we've bonded together all organizations, coordinated and consolidated all resources and goods, to make the most of a budget that is little more than \$3,000 a year." Among the group's achievements is the purchase of the Kentucky "KET/GED" television series which the local cable station will air as a public service in prime time. The local newspaper is publicizing the series and may reprint the lesson plans. UW-Etowah has also started up a telephone hotline for volunteers and learners, and they have produced a motivational video for low-level readers which is being given continuous play in several stores in the area. UW staff wrote the video script and the tape was produced and edited by Gulf State Steel. UW also maintains a roster of trained volunteers for literacy programs, is sponsoring a series of PSAs, and collaborating with a workplace literacy program at Gulf State Steel.

Baltimore. United Way of Central Maryland has joined hands with the Mayor's Office to develop a city-wide strategy to fulfill the Mayor's pledge to develop literacy services throughout the City. Their joint program is being implemented through two newly-established agencies, a cabinet-level city agency (the Baltimore City Literacy Corporation) created by the Mayor's Office, and a nonprofit foundation (Baltimore Reads, Inc.) set up by United Way. The Corporation works with public sector programs while the Foundation deals with private-sector groups and fundraising. Maggi Gaines, who directs both of the new organizations, says that "because of our public-private partnership, we can effect some unusual relationships among groups that would be difficult otherwise. We see signs of increased awareness and participation from volunteers and in the numbers of adult learners coming forward, and we are developing a systematic mechanism of intake and referral." Among the specific joint projects of the two new groups is a computer-based literacy program focused on critical thinking skills. It is one of three local pilot projects being funded by the United Parcel Service as part of the venture grant program of United Way of America.

(For more information about the UWA national initiative and activities of local United Ways contact Annette Laico, Director, Literacy Initiative, United Way of America, 701 N. Fairfax Street, Alexandria, VA 22314, (703) 836-7100.)

TOOLS OF THE TRADE



Policy, Planning, & Research

[1] **Adult Literacy Perspectives**, edited by Maurice Taylor and James Draper, is a new book of essays by Canadian and American policy analysts, practitioners, and researchers. It addresses such topics as differing definitions of literacy, categories of adult low-readers, and how to plan effective programs. Available for \$29.95 from Culture Concepts, Inc., 5 Darlingbrook Crescent, Toronto, Canada M9A 3H4, (416) 231-1692.

[2] **An Even Chance: Education, Community and Work in Tennessee**, by Juliet Merrifield and Michael Lemonds, is a research report identifying the relationship among jobs, income, and education on a county-by-county basis in Tennessee. The study concludes that economic development programs can only succeed when they are coordinated with adult education. Available for \$3.25 from the Center for Literacy Studies, University of Tennessee, 102 Claxton Education Building, Knoxville, TN 37996-3400, (615) 974-4109. Make checks payable to the University of Tennessee.

[3] **Employment and Adult Literacy: Critical Facts** is the first of a series of reports from New York City's Literacy Assistance Center. The report gives data on the employment status of students enrolled in literacy programs in the City based on gender, age, and other demographic factors and highlights several issues that may be of interest to program planners elsewhere. A limited number of copies are available free from the Literacy Assistance Center, 15 Dutch Street, 4th Floor, New York, NY 10038, (212) 267-5309.

[4] **Learning In School and Out**, a research essay by Lauren Resnick, discusses differences between the nature of school learning and learning outside of schools and evaluates methods of job training in light of the differences. The piece first appeared in the December 1987 issue of *Educational Researcher* (Vol. 16, #9) and reprints are available while the supply lasts (\$7 prepaid). From the American Educational Research Association, 1230 17th Street NW, Washington, DC 20036, (202) 223-9485.

[5] **Toward Defining Literacy**, edited by Richard Venezky, Daniel Wagner, and Barrie Ciliberti, con-

tains chapters by several prominent literacy researchers and analysts (e.g. Jeanne Chall, Hanna Fingeret, Irwin Kirsch, Larry Mikulecky, Tom Sticht) focusing on the psychological, linguistic, political, and social consequences of differing definitions of literacy. A summary chapter presents an overview and identifies unresolved issues. Single copies are \$6.75 (\$4.50 for IRA members) from Order Department, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714, (302) 732-1600.

Family Literacy

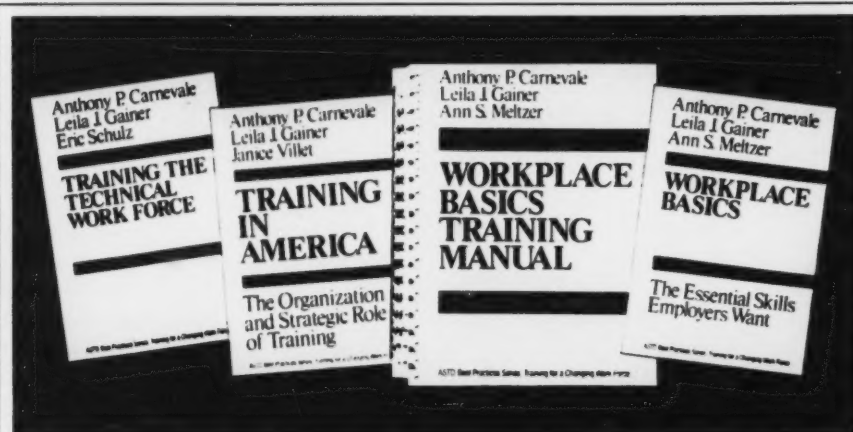
[6] **The Childbearing Year**, by Barbara Holstein, is a new book in the New Readers Press Books for Parents Series. Written on a 4th-grade level, it provides essential information about all stages of pregnancy, birth, and caring for an infant. It contains writing activities to help individual readers identify their own needs and concerns. For price and ordering instructions contact New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210, (800) 448-8878.

[7] **From the Crib to the Classroom** is a new 12-minute video by Push Literacy Action Now (PLAN) about families learning together. Motivational in nature, it features parents who are students and volunteers at PLAN, and shows them interacting with their children in various reading and learning activities. It may be useful to family literacy groups, libraries, and other programs that serve parents of young children. Single VHS copies are \$39.95 from PLAN, 1332 G Street SE, Washington, DC 20003, (202) 547-8903. Beta and 1/4" tapes are available by special order.

[8] **Making Meaning, Making Change: A Guide to Participatory Curriculum Development for Adult ESL and Family Literacy**, by Elsa Auerbach, is a 252-page resource that gives guidance on developing participatory family literacy programs. Based on the author's experience in implementing the University of Massachusetts' Family Literacy Project, the book includes exercises to help readers identify issues and reach their own conclusions about family literacy. It will be useful to program administrators, policymakers, and teachers. Available for \$6.60 prepaid from Barbara Graceffa, Bilingual/ESL Graduate Studies, UMass/Boston, Boston, MA 02125-3393, (617) 287-5760. Make checks payable to the University of Massachusetts, Boston.

[9] **Parents and Children Together** is an audio and print monthly "journal" from Parent Outreach Project in Indiana. Each 48-page booklet, which is accompanied by an audio tape, contains read-along stories, hints and activities to help parents engage their children in reading and learning, and annotated listings of read-together books for parents and children. The tapes include the read-along stories as told by professional storytellers and ideas for parents on pre-reading and pre-writing activities and other learning incentives. The May 1990 issue focuses on "linking reading and writing" and its read-along stories are *Why Dogs Hate Cats*, *The Three Wishes*, and *How Animals Got Fire*. Future issues will focus on such topics as family storytelling, holiday reading, health and diet, and learning math. A one-year subscription is \$60 (or \$6 per single monthly issue) from Parent Outreach Project, 2805 E. 10th Street, Suite 150, Bloomington, IN 47808-2698. Quantity discounts are available.

[10] **REACH: Reading to Enhance the Adult and Child** is a family literacy project developed by



Southwestern Bell Telephone Company in Arkansas to introduce children in grades 1 through 3 to the importance of reading and to recruit their parents into local literacy programs — either to become tutors or to be tutored. Volunteers read to children in their classrooms and give them books to take home. Program materials include a *Volunteer's Handbook* and a *Coordinator's Handbook*. Children's books used in the program are *My Mom Can't Read* (by Muriel Stanek, Albert Whitman & Company, \$10.95), and the Random House Berenstain Bears Series including such titles as *Go To The Doctor*, *Visit The Dentist*, and *Learn About Strangers* (\$1.95 each), all available in local bookstores. The handbooks may be duplicated and are available at no charge. For more information on the REACH program or to order the handbooks contact Jan Spann, Education District/Literacy, Southwestern Bell Telephone Company, PO Box 1611, Little Rock, AR 72203, (501) 373-4433, or 1-990-4339 in Arkansas.

[11] SIMPLY GREAT COOKING INSTRUCTION: A Teaching Manual for Instructors of Non-Readers is an interesting tutor-training aid designed to enable low-level readers understand and use recipes for simple food preparation. The manual provides a simple visual language approach for tutors to use in creating or converting recipes and is designed to permit unsupervised meal preparation by students. This 45-page, spiral-bound work is available for \$20.50 from the Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751, (715) 232-1342.

[12] TV, Books & Children, by Peggy Charren and Carol Hulsizer, is designed to encourage broadcasters to become advocates of reading by producing, airing, and promoting children's programs based on books, and gives suggestions on how to do this. The booklet is available for \$5 prepaid from Action For Children's Television, 20 University Road, Cambridge, MA 02138, (617) 876-6620.

Curriculum & Program Development

[13] ABLEST PLUS, developed by Sherry Royce, Christopher Ransom Miller, and Patricia Brennecke, is a new functional skills program from Fearon Education for use with low-level adult readers and ESL students. The program includes five student books and a curriculum guide with teaching strategies and reproducible exercise sheets. The student books cover five of the competency skill-

areas identified in the Adult Performance Level Study of the University of Texas in the late 70s: consumer economics, occupational knowledge, health, community resources, and government and law. A package containing 10 copies each of the texts and one curriculum guide is \$195; the guide alone is \$60. To preview or order the material contact Fearon, 500 Harbor Boulevard, Belmont, CA 94002, (415) 592-7810 or (800) 877-4283. [Two other adult basic skills and ESL programs are also available from Fearon: *The Lifeschool Program*, which was field-tested through the U.S. Department of Education's National Diffusion Network, and *The Pacemaker Communications Series*.]

[14] American Vocabulary Builder I and II, by Bernard Seal, from Longman, Inc., are new workbooks for pre-intermediate and intermediate-level ESL students. Words are introduced in lexical sets to provide structure and clues to meaning. Each book is \$12.95. Call Alina Mecseri at (914) 993-5116 for examination copies. Order from Addison-Wesley/Longman Order Department, Route 128, Reading, MA 01867 or call (800) 447-2226.

[15] Book of John, edited by Laurie Penner, is a simplified version of the complete Gospel of John that follows the original, verse by verse. The book may be useful to a variety of literacy programs, not just those run by churches and religious groups. To order (\$3.95 per copy) or to request a free sample page write to Laurie Penner, New Words Digest, PO Box 6276, Bakersfield, CA 93386-6276.

[16] Based on extensive workplace interviews during the past several years, the Conover Company of Omro, Wisconsin has developed a comprehensive computer software program for use with students primarily in transition from school to work. Called *Education for Employment*, the program is arranged in 12 modules — in the broad areas of Career Planning, Values & Self-Concept, Vocational Exploration & Assessment, Workplace Basic Skills, Workplace Math, Workplace English, Workplace Social Skills, Workplace Reasoning Skills, Employability Skills, Survival Skills, and Vocational Training. Within each area a series of programs, which may be used individually or as a linked series, focus on specific topics, competencies, and jobs. Each individual program and module is designed to motivate learning, increase student understanding of the skills, tasks, and behaviors needed to function effectively, and help the student to assess what he or she needs to learn through simple practice exercises. Nearly all of the program components consist of

hands-on exploratory activities for the student and full programs of remediation. The programs are designed for Apple II and IBM-PC systems. BCEL reviewed the programs for the job of cook, one of 31 occupations covered in the Workplace Math and English modules. We found them to be interesting, relevant, and fun. Because the breadth and depth of the program makes it hard to explain in capsule form, literacy groups wishing to consider any part of the program are advised to request a catalog from The Conover Company, PO Box 155, Omro, WI 54963, (800) 933-1933 and then to preview an actual program before making a purchase.

[17] Graffiti One and In The Print Shop are new computer reading programs, combining digitalized sound and graphics, from LinguaTec, Inc. Intended for low-skilled and intermediate ESL adults, the programs consist of simple stories, using an interesting and sometimes playful comic-book format, with reading comprehension and vocabulary exercises built around them. Also available from LinguaTec is *Accent Improvement*, a program to improve accents and increase understanding of spoken English. The three programs are part of a *SpeakWare* series designed for the Macintosh Plus SE or II computer. Literacy programs are advised to first purchase demo disks for the three programs (\$23) from LinguaTec, 111 West Evelyn Avenue, Suite 306, Sunnyvale, CA 94086-9401, (408) 746-3901.

[18] The 1989 edition of Guide to Literacy Software, published by the Adult Literacy & Technology Project of People's Computer Corporation, contains annotated listings of software that has been reviewed, tested, and found effective by adult basic education teachers and their students. Available for \$15 (member's price \$13.50). The Project also publishes a quarterly newsletter containing current information on the use of computers in literacy projects. Annual subscriptions are \$15 for individuals and nonprofit organizations and \$50 for businesses. Contact the Adult Literacy & Technology Project, PCC, Inc., 2682 Bishop Drive, Suite 107, San Ramon, CA 94583, (415) 830-4200.

[19] Learning About Our Past Through People: An Oral History Approach to Learning, by Donna Zellers and Robert Zellers, consists of *Student Materials and Teacher's Guide*, a two-book social studies program for adult basic skills students. Students learn about their cultures and heritages and advance in writing and other communications skills by learning to distill and write down information gathered from structured interviews or informal conversations with persons of historical significance in their own communities. Students are moved step by step through procedures for identifying persons to interview, deciding what questions to ask, handling a tape recorder, transcribing notes, and producing a written story. An audiocassette accompanies the program. The program was developed under a grant from the U.S. Department of Education and will be available in both print and microfiche by fall. For price and ordering instructions contact the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304-6409, (800) 227-3742.

[20] Living in English: Basic Skills for the Adult Learner is a new resource from the National Textbook Company for use with adult beginning students of English. The material, which consists of a student workbook and a teacher's guide, develops

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TOOLS OF THE TRADE

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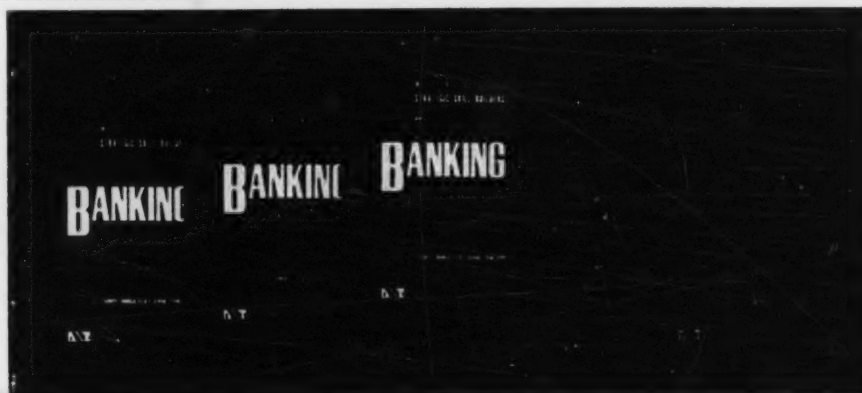
the use of English in real-life situations such as grocery shopping, traveling by public transport, and housing. Also available are *Essentials of Reading and Writing English: A Basic English Literacy Program* (three workbooks and a teacher's manual), *Basic Everyday Spelling Workbook*, and *Practical Everyday Spelling Workbook*. Prices vary depending on volume of order. For preview materials or information on prices and ordering contact National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975, (800) 323-4900, or in Illinois (708) 679-5500.

[21] *Many Literacies: Modules for Training Adult Beginning Readers and Tutors*, by Marilyn Gillespie of the Adult Learning Center of the Brightwood Branch Library in Springfield, Massachusetts, contains specific activities and guidelines for creating communities of learners, developing a learning plan, introducing reading, and writing and publishing student-created learning materials. The program uses a whole language approach and is designed to foster independence and self-determination in adult learners. It was developed with funding from the Library Literacy Program of the Library Services and Construction Act and is available (\$12.50) from the Center for International Education, University of Massachusetts, Hills House South, Amherst, MA 01003, (413) 545-0465.

[22] *The Open Door: When Writers First Learned to Read*, selected by Steven Gilbar, is a collection of reminiscences about early reading experiences by 29 well-known authors including Charles Dickens, Frederick Douglass, W.B. Yeats, and Eudora Welty. The book was published in association with the Center for the Book of the Library of Congress in conjunction with the Center's 1989 Year of the Young Reader campaign. Available for \$16.95 from David R. Godine, Publishers, Inc., Horticultural Hall, 300 Massachusetts Avenue, Boston, MA 02115, (617) 536-0761. MA residents add 5% sales tax.

[23] *Step-by-Step Reading* (\$39.95), and *Step-by-Step Spelling* (\$21.95), by Lee-Ann Sanborn and Georgene Fudali, are teachers' guides for using phonics-based instruction with learning-disabled adults. The reading guide explains basic teaching strategies and gives guidelines and activity sheets for specific phonics skills. The spelling guide contains pre- and post-tests, teaching tips, word lists, and dictation sentences for each of 44 categories of spelling patterns and generalizations. Accompanying student workbooks are \$10 each. Contact Learning Disabilities Association, 2104 Park Avenue, Minneapolis, MN 55404, (612) 871-9011 for a brochure and order form.

[24] *Words on the Page, The World in Your Hands*, edited by Catherine Lipkin and Virginia Solotaroff, is a three-book series of poetry and prose by contemporary writers for use with adult basic skills, high-school-equivalency, and ESL students. The selections, some adapted by the authors, are arranged by level of reading difficulty. A *Teaching Manual* accompanies the series. The books are \$14.95 each (hardcover) and \$6.95 (paperback) and the manual is free. Quantity discounts are available. Contact Harper & Row Publishers at 800-638-3030 (or 301-824-7300 in Maryland) for individual orders. For bulk orders call 800-242-7737 (or 800-982-4377 in Pennsylvania).



And Highlighting...

[25] *Leadership For Literacy: The Agenda for the 1990s*, by Forrest P. Chisman and Associates, has just been released as part of the Jossey-Bass Higher Education Series. The book's various chapters, some updated versions of the background papers to the *JUMP START* report, are written by prominent national experts in adult literacy research, practice, and public policy. The authors are Forrest Chisman, Judith Alamprese, William Bliss, Jack Brizius, Wendy Campbell, Hanna Fingeret, Susan Foster, Karl Haigler, and Arnold Packer. This excellent resource, a call to action, will be helpful to everyone involved in developing the adult literacy field, in both its general and workforce aspects. It provides detailed analysis of where we are politically, institutionally, and intellectually in the collective national effort. It assesses shortcomings and barriers to improvement in federal policy, research and development, and the literacy profession itself. It also sets forth a carefully-reasoned and detailed national agenda for overcoming the barriers—with recommendations for literacy practitioners, researchers, educational institutions, employers, and policymakers and administrators at the local, state, and federal levels. The book is available for \$24.95 from Jossey-Bass Inc., 350 Sansome Street, San Francisco, CA 94104, (415) 433-1767.

[26] As the result of a 3-year study funded by the U.S. Department of Labor, the American Society for Training and Development has recently turned out a number of groundbreaking and highly important books on workplace literacy and training in America. Four books, making up ASTD's Best Practices Series, have just been released: *Training In America: The Organization and Strategic Role of Training* (\$26.95, 288 pages, Tony Carnevale/Leila Gainer/Janice Villet) reports on how training for today's workplace is structured, managed, financed, and linked to organization strategy. Specific models and techniques are presented for building effective training programs that are linked to organizational strategy. *Training The Technical Workforce* (\$34.95, 220 pages, Carnevale/Gainer/Eric Schulz) provides an overview of the size and make-up of the technical workforce, the training these workers get by source, and the structure of the training. It also looks at the relation between technical training programs and outside educational service and curriculum design organiza-

tions, and at the relation between technical training and strategic organizational goals. A variety of "good-practice" models and approaches are presented. *Workplace Basics: The Essential Skills Employers Want* (\$34.95, 512 pages, Carnevale/Gainer/Ann Meltzer) analyzes just what skills employers are looking for and need in the workforce of today and tomorrow. Based on extensive research and consultations throughout the world of business, the book clearly establishes that in addition to reading, writing, and math the "workplace basics" include some 13 other skills such as oral communication and listening, problem solving and creative thinking, and a range of group communication and personal development skills. The book explores how trainers should teach each of the skills and provides general guidance for developing and setting up a workplace basics program. This book is part of a two-volume set, the companion publication being *Workplace Basics Training Manual* (\$34.95, 280 pages, Carnevale/Gainer/Meltzer). The manual provides a blueprint in the form of step-by-step guidelines for planning and implementing an effective workplace skills program. It deals with how to develop political support for such programs within and outside of a company as well as basic training methodology. It will be highly useful to public and private-sector employers and to outside groups called upon to develop workplace programs—e.g. literacy groups, vocational and adult education groups, management and business consulting organizations, and colleges and universities. All four ASTD titles are available from Jossey-Bass Inc., 350 Sansome Street, San Francisco, CA 94104, (415) 433-1767.

[27] *Strategic Skill Builders For Banking*. BCEL's October 1989 Newsletter featured an article on "Banking & Basic Skills." A major portion of the text described a new industry-wide basic skills curriculum project under development by the American Banking Association and Simon & Schuster Workplace Resources. The complete program, authored by Larry Mikulecky of Indiana University and Jorie Philippi of Performance Plus Literacy Consultants, has now been unveiled. It is groundbreaking not just as the nation's first industry-wide effort for entry-level employees, but because it uses an applied functional context approach and is built around specific reading, math, and communication tasks found in entry-level banking jobs. The

program can be implemented by banks either in-house or through local American Institute of Banking chapters, for three purposes: upgrading the skills of current workers, in pre-employment training, and for instruction of low-skilled new employees. It may also be of use to literacy planners, policymakers, and practitioners outside the banking industry. The package consists of a detailed *Leader's Guide* of strategies and guidelines for program implementation and 12 workbook modules (at four levels of difficulty) in the following areas: *Reading Job Aids, Cross-Selling Using Brochures and Tables, Balancing the Cash Drawer, Performing Complex Calculations, Using Computer Screens, Proofreading Written Work, Preparing Customer Correspondence, Constructing Job Aids, Developing Internal Correspondence, Note-Taking for Training Programs and Meetings, Building Communications Skills, and Studying Training Materials*. Diagnostic and learning achievement tests are included with most of the modules. Selection and placement tests are contained in the *Leader's Guide* itself. Although module lessons are primarily job and task specific, each module also contains "life skills" lessons so that workers can apply what they learn in other more general settings. Users may purchase the entire program, any combination of modules together with the *Leader's Guide*, or one or more of the four different module groups and the *Leader's Guide* according to difficulty level. The price for the full program is \$281 for ABA members and varies for other users. For detailed information on costs and how to order contact Simon & Schuster Workplace Resources, PO Box 1230, Westwood, NJ 07675-9855, or phone toll-free 800-223-2336. Banking groups needing more information about the suitability of the program for their purposes should contact their local AIB unit or call the American Bankers Association at (202) 663-3390. Other groups should contact Simon and Schuster Workplace Resources.

CORPORATE LITERACY ACTION

Inland Bar & Structural Company

Delmar Rediger, president of Inland Bar & Structural Company (a division of Inland Steel Company) is calling for companies to take a much more active role in the human resource development (HRD) needs of their communities and workplaces. Speaking at an Illinois workforce literacy conference recently, Mr. Rediger said that a few years ago his company reviewed its HRD and production systems and decided that promotions should be based on demonstrated skill rather than seniority, thus giving both younger and older workers a new incentive to upgrade their skills. Inland also began shifting to a more "self-directed" workforce by "empowering workers at the shop level." The company realized that it would have to make far larger investments in worker training and skills upgrading to prepare for the

future, not just rely on investment in capital. One activity implemented to help achieve this was a basic skills program in which 50 Inland employees were trained by Literacy Volunteers of America to tutor fellow employees, using paychecks, safety signs, and other job-related materials. The program aims to prepare the workers for participation in the company's other job-training programs. Mr. Rediger also chairs the Education & Training Subcommittee of the Indiana Steel Advisory Commission (created by the state legislature in 1988), which is developing a report that will identify skills that workers in the steel industry need to bring with them from the schools. For more information contact Delmar Rediger, Chairman, Education & Training Subcommittee, Indiana Steel Advisory Commission, 3300 Dickey Road, East Chicago, IN 46312.

Exxon's 1989 Literacy Grants

In 1989, the Exxon Corporation made a new round of adult literacy grants totaling more than \$190,000. Grantees were the Association for Community Based Education (\$25,000 for training workshops for member organizations), BCEL (\$10,000 for general support), Laubach Literacy Action (\$25,000 for materials production and dissemination), Lehman College of CUNY (\$5,000 for publications on good practice in American and British adult literacy programs), Literacy Volunteers of New Jersey (\$5,000), the national Literacy Volunteers of America (\$25,000 to evaluate student achievement and program quality), Literacy Volunteers of New York City (\$41,950, two grants, for general support and a publications program), and Work in America Institute (\$75,000 over three years for a national policy study on "Job-Linked Literacy Programs").

Lever Brothers Literacy Campaign

Lever Brothers, a leading manufacturer of household and personal care products, has just concluded a four-month "Literacy For America" awareness and fundraising campaign in cooperation with PLUS. The campaign's main components were: a penny-canister collection in grocery stores, restaurants, and other high-volume business locations at the local level; various awareness ads broadcast on local television and radio; and a fund-raising ad placed in the Sunday coupon sections of newspapers around the country. Funds donated to the penny canisters have gone through local PLUS task forces and project coordinating groups to local literacy programs. For each

proof-of-purchase submitted to Lever Brothers for a Lever product (with or without use of the coupon), 25 cents will go into a pool to be divided among local PLUS Task Forces, Literacy Volunteers of America, and Laubach Literacy Action. For more information contact Lisa Nehus, Project Coordinator, PLUS, 4802 5th Avenue, Pittsburgh, PA 15213, (412) 622-1584.

Coca Cola To Fund Literacy

The Coca Cola Foundation has pledged \$5 million annually over the next 10 years "to help educational institutions develop innovative approaches for meeting their instructional needs." Literacy is one of four broad areas of grant interest, the others being minority education, programs for urban areas, and leadership training for school teachers. In the case of literacy, Coca Cola has not yet decided on areas of specific interest and will consider all proposals. There is no formal application package or set of guidelines. Proposals should be brief, give a summary of the proposed project, a description of the target population to be served, a timetable, costs, and the grant amount requested. They should be submitted, along with the applicant's IRS determination of 501(c)(3) status, to the Coca Cola Foundation, PO Drawer 1734, Atlanta, GA 30301. The Foundation advises that a response to a request usually takes about 30 days.

Time Warner's "TIME TO READ"

In 1985 Time Warner launched "TIME TO READ," an initiative in which the company developed an instructional and tutor training program using *Time*, *Sports Illustrated*, *People*, and other publications as the core curriculum. Originally piloted at 4 sites, the program has since expanded to 35 sites in 27 cities in 13 states, with more than 1,000 tutors and 1,500 learners involved. A key element of the program is that it is carried out in full partnership with local business, community organizations, public agencies, and other groups. Volunteer tutors, trained by Time, hold their classes in schools, prisons, libraries, worksites, and elsewhere. The program has been developed in a way that makes it easy for any group anywhere in the country to implement it, with tutor training supplied by Time Warner. Recently the program was evaluated by an independent consulting group, Evaxx Inc., and the results published in a report entitled *TIME TO READ: A National Partnership To Improve Literacy*. One section of the publication reviews the principles and approaches

(Cont'd on p. 14)

CORPORATE LITERACY ACTION

(Cont'd from p. 13)

used in developing the program, its system of training volunteer tutors, and its community-driven management structure. Another section lists the individual community partners. The bulk of the report deals with the detailed findings. Among the numerous findings are these: Nearly 8 out of 10 learners so far have shown marked reading improvement according to pre- and post-testing. Some 7 of every 10 learners completes the program. The Time Warner magazines have proven to be effective teaching tools and they provide a strong cultural learning context. Tutors in the program believe that they benefit by developing better leadership and management skills, improving their public speaking ability, and gaining renewed interest in their own organization and its goals. The report also provides profiles of learners and tutors by age, race, gender, and other demographic variables. For more information about the program or a copy of the Special Report contact Toni Fay, Director of Community Relations, Time Warner Inc., Rockefeller Center, 1271 Avenue of the Americas, New York, NY 10020.

Aetna Taps "Alternate" Workforce

Since May 1989 Aetna Life and Casualty Company, headquartered in Hartford, Connecticut, has been operating an innovative program known as the Adult Training and Employment Program, one of several strategies to employ nontraditional workers. The program is designed for new hires who have not been able to integrate themselves into the mainstream workforce but have all the qualities to do so with proper encouragement and training. This "alternate workforce" includes such groups as women who have been out of the job market for some time or are poorly educated, minorities, unemployed youth and high school dropouts, and disabled adults. Program Director Ana McCormick notes that "we targeted the high need jobs in the company, which were mostly in the entry-level and administrative areas. We realized that if we worked with the changing job market demographics now Aetna would be a more effective company in the years ahead." Aetna designed the program, the Greater Hartford Community College provides the basic business skills instruction, Aetna provides the social and resource skills training, and other community groups provide essential back-up ser-

vices such as personal counseling, housing, child care, and transportation. The program uses a rigorous selection process to find participants most likely to succeed and then provides instruction and counseling depending on their individual educational and emotional needs. Ms. McCormick stresses that the counseling component is the most crucial element because it helps participants cope with difficult problems in their personal lives that might cause them to drop out during the year-long program. After a two-month period of basic preparation the new hires are placed in jobs where they continue to be supervised and trained for another 10 months. In the first year, 88 people were accepted into the program and 77 (or 87 percent) completed it and are current Aetna employees. Because the effort has been



Aetna Graduates

successful, Aetna is planning to expand it from the Hartford area to other company locations that have staff hiring problems. For more information contact Ana McCormick, Senior Administrator and Program Director, Alternative Employment Program Unit, Aetna Life and Casualty Company, 151 Farmington Avenue, Hartford, CT 06156, (203) 273-9148.

GTE Funds Family Literacy At LVA

The GTE Corporation has granted \$130,000 to Literacy Volunteers of America in Syracuse, New York for a family literacy pilot project. The project will teach low-skilled parents and other caregivers to read to their children at sites in six cities where GTE provides telephone service or has a nearby facility. Local LVA affiliates in Tampa (FL), Durham (NC), Lexington (KY), Tulsa (OK), Dallas (TX), and Baytown (TX) will operate the programs with volunteers from local GTE units trained to serve as tutors. LVA's *Reading with Children* series will be used in the program. The volunteers are to be recruited this month. The program will consist of six to eight class sessions of 90 minutes to two hours in length over a period of several weeks. Five GTE tutors will be

assigned to each group of 15 learners. In each community the multi-week program will be offered three different times between now and next spring, and the project will be evaluated shortly thereafter so that decisions can be made about its future continuation. For more information call Beverly Miller, LVA, (315) 445-8000 or Thomas Byker, GTE, (203) 965-2828.

The Carl Didde WorkPLACE Program

Earlier issues of the BCEL Newsletter have reported on the emerging industry-wide basic skills curriculum development program of the National Association of Printers and Lithographers, until recently known as The WorkPLACE Program (Work-related Print Learning and Career Enhancement). In March, the Didde Corporation of Emporia, Kansas, announced its co-sponsorship of the NAPL program with \$500,000 in funding over the next four years supplementing an equal sum supplied by NAPL. In recognition of Didde's support and interest, the effort has thus been renamed "The Carl Didde WorkPLACE Program." Didde Corporation is a major supplier of capital equipment to printing and packaging industries throughout the world. In March and again last month, NAPL successfully field-tested its materials at the William Byrd Press in Richmond, Virginia and Moore Lithograph in Portland, Oregon. NAPL personnel, the course developers from Cox Educational Services, and industry consultants were on hand to work with managers and employees. Final revisions in the material will be complete by late summer and components of the program will be phased in over the next several months beginning with NAPL's national trade conference in September. In due course, NAPL expects to operate a national hotline and develop a pool of resource people at the local level to help graphic and print organizations implement the program. The Carl Didde WorkPLACE Program is being developed in response to an NAPL survey which established the need for it. The findings of that survey were recently released in a special report from NAPL called *Basic Skills In The Workplace: A Problem In The Graphic Arts*. One copy of the survey report (coded S133) is available to NAPL members free; additional member copies are \$10 each. Non-members may purchase the report for \$15. For more information about the Didde WorkPLACE program or to order the report, contact Susan Reif at NAPL Communications, 780 Palisade Avenue, Teaneck, NJ 07666, (201) 342-0707.

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND CONTRIBUTIONS

The Allegheny County Bar Association recently granted \$1,000 to a student recognition award program operated by the Pittsburgh Literacy Initiative. Each month, **Atlantic Book Stores** hosts an award ceremony in which an outstanding student from a local literacy program is honored with a book donated by the store, a plaque, and a \$25 cash award. City council representatives, judges, state legislators, and other public figures present the awards to the honorees, who are selected by their program for achieving a personal literacy-related goal.

Ameritech Publishing, Everlock Fastening Systems, J.H. Malbin & Sons, Kramer & Murray, P.C., Lionel Trains, Plastic Molding Development, Radian Tool Co., and Wakely Associates are among the supporters of the Macomb Reading Partners program in Mount Clemens, MI. A student of the program, Maria Grzanica, represented the U.S. at an international education conference in Thailand in March.

ARKLA, Inc., The Boeing Company, Energy Services, Inc., The Lamar Corporation, and the National Endowment for the Humanities provided funds to enable the Louisiana Endowment for the Humanities to host Louisiana Literacy Forum 1990, a statewide conference held in Baton Rouge in April.

Bank of America now sells checks imprinted with a message to encourage reading. For each set of checks purchased, the bank makes a donation to the California Library Foundation. In turn, libraries participating in the California Literacy Campaign can apply to the Foundation for funding.

The Carroll County Times, **Schaeffer Lumber Company, Westminster Answering Service, Locust Books, Baugher's Restaurant, Bullock's Restaurant, Hoffman's Ice Cream, Havilah Hayes Dinner Theatre, WYTR, Olde Farm Restaurant, McDonald's,** and **Bauerlein Meats** are among the supporters of the Literacy Council of Carroll County, MD.

Citizens & Southern National Bank, Correll, Willis, Smith & Associates, Heugenot Co., Rogers & King, Milliken, Hoechst-Celanese, The Spartanburg Herald-Journal, and **Spartanburg Steel Products** are represented on the board of the Spartanburg (SC) AWARE literacy program. Hoechst-Celanese representative Claude Booker heads AWARE's long-range planning committee, which is currently entering a major restructuring and service expansion program.

The **Cole Lumber Company** and the **Covington Rotary Club** donated funds last year to enable the Tipton County (TN) Adult Reading Program to purchase Christmas gifts for the children of its economically disadvantaged parent-students.

The **Forbes Foundation** has granted \$50,000 to Literacy Volunteers of America. The funds represent five percent of revenues from ads placed by Japanese and American companies in a special January supplement of *Forbes* magazine. The supplement, titled "The Other Side of Japanese Business," described the contributions Japanese companies have made to U.S. communities where they have facilities.

GTE's Directories Division early this year granted \$3,000 to Project LEARN in Medina, OH.

Hastings Stores, The Amarillo South Rotary Club, The Amarillo Globe-News, and **Sam's Wholesale** recently made grants to the Amarillo Area Adult Literacy Council.

The **Haworth Group, Inc.** is underwriting costs of a family literacy awareness campaign being conducted by the Minnesota Literacy Council. The **Advertising Federation of Minnesota** is giving in-kind help to the campaign.

Heller Financial underwrote costs of a celebrity book auction on February 21st which netted over \$40,000 for the Literacy Council of Chicago. Heller chairman Norman Blake and his wife served as co-chairs for the auction. **Winston & Strawn** provided space for the event in the law firm's offices and was one of some 20 local companies — mostly law firms — which sponsored the fundraiser by contributing \$1,000 each. Well-known authors donated autographed works, and other celebrities gave copies of books by other authors which had special meaning to them. A signed copy of Richard Nixon's *No More Vietnams* fetched the top price of \$500.

International Paper Company Foundation has made a grant to Hinds Community College in Vicksburg, MS to support a Mobile Literacy Unit, a 28-foot trailer equipped with computerized basic skills instruction equipment. The company operates a paper mill in the Vicksburg area.

Kelly Temporary Services selected the Tri-State Literacy Council of Huntington, WV as one of eight local nonprofit agencies to receive eight hours of free clerical help in celebration of Kelly Week 1990, a company promotional event.

The **Kroger Company** worked with the **West Virginia Periodical Distributors** in a book distribution and fundraising project on behalf of the state's family literacy programs last year. Special books for children were displayed at Kroger stores and a percentage of proceeds from their sale was donated to the West Virginia Adult Literacy Coalition for its family literacy work.

Mellon Bank and **Pittsburgh New Futures** are funding intergenerational reading projects developed by the Pittsburgh Literacy Initiative.

James Money Management, Inc. underwrote costs of a Literacy Volunteers-New York City fundraising event on May 14th in which celebrity authors read from their works. The event generated over \$200,000 in new revenue for the program.

The **J.C. Penney Foundation** recently awarded \$30,000 and **The Charles Stewart Mott Foundation** gave \$40,000 to enable the Saginaw/Bay City SER organization to add day-care services to its Family Learning Center. **The Miami Herald** and **El Nuevo Herald** helped the Miami SER Family Learning Center secure a \$22,500 grant from **The James L. Knight Foundation**.

The **Reader's Digest Foundation** funded the development of LVA's new manual called "Small Group Tutoring: A Collaborative Approach for Literacy Instruction." The project also provided regional training to LVA field staff on how to use the manual.

Rosenbluth Travel has opened its computerized training facility to students from Philadelphia's Center for Literacy. The travel agency is being used by the students to master personally-meaningful literacy tasks. Rosenbluth is supplying hot coffee and other amenities to make the students comfortable.

The **Rotary One Club of Chicago** and the Chicago Literacy Coordinating Center co-hosted a day-long conference for 300 volunteer tutors on April 7th. Funding came from the Rotary and member organizations **The Stone Container Corporation, The Midland Hotel,** and **The Michael Reese Health Plan.**

Southwestern Bell Telephone Company, American Telephone & Telegraph, GTE, Contel, Alltel, E. Ritter, and Century worked with the Arkansas Governor's Commission on Adult Literacy to establish a statewide literacy hotline. Telephone operators can now refer adults seeking literacy services to appropriate agencies in their communities.

White's Book Store offers a ten percent discount to members of the Adult Literacy League in Orlando, FL. Tutor trainer Cathy Oberatis is a White's employee and helped get the bookstore involved.

During the past year, **Xerox Corporation, IBM, The Atlantic Design Corporation, AB Typesetting, Roe Movers, Central Hudson Gas & Electric Company, The Poughkeepsie Rotary, The Gannett Foundation,** and **The McCann Foundation,** and several community agencies donated money, computer equipment and services, office furnishings, and wiring, moving, and decorating services to enable LVA-Dutchess County to renovate and move into new facilities at Our Lady of Mt. Carmel Parish in Poughkeepsie, NY.

EMPLOYEE BASIC SKILLS PROGRAMS

The **Adolph Coors Company** operates an employee basic skills program in its Golden, CO facility in collaboration with Red Rocks Community College. College staff accommodate workers' changing shift schedules by running classes even at midnight.

GardenAmerica Corporation, in cooperation with the University of Nevada's Center for Learning & Literacy, is now in the second year of a basic skills program for workers in its Carson City plant. Education students from the University of Nevada at Reno serve as instructors in the program.

Ten percent of **The Graniteville Company's** 4,000 workers are involved in a basic skills program in the company's Aiken County, SC textile plant. The company encourages participation by awarding savings bonds for perfect attendance or for completing work for a high school equivalency diploma.

Kennedy Die Castings has set up a job-related basic skills program for immigrant workers in its Worcester, MA facility. A team of educators from Quinsigamond Community College put together the curriculum which includes a slide-tape presentation in which vice president Bob Kennedy, son of the company's founder, explains key components of the shop's operations.

National Building Systems operates a basic skills program for employees in its Effingham, IL plant, in collaboration with the CEFS community development agency serving Clay, Effingham, Fayette, and Shelby Counties. Course content focuses on such job-related concerns as safety and measuring (e.g. how to safely operate air-pressure equipment and how to measure angles and lengths for house construction).

Springs Industries reports that the employee basic skills program of its Fort Mills, SC textile factory has had a ripple effect throughout the community. Company spokesperson Robert Thompson says that "whole families have gotten involved in education" as a result of employees' participation in the workplace classes.

The **Stone Container Corporation** began a \$345 million modernization of its Savannah River, GA pulp mill in 1987 and realized that the skills of many company employees needed to be improved if they were to handle the new computerized equipment introduced. Currently, 50 workers take part in a basic skills program operated on-site by instructors from the Chatham County ABE program. The program is supported by the five unions represented at the plant.

Sylvania operates a basic skills program for 14 employees in its Winchester, KY light bulb plant in collaboration with the Clark County Schools. The county adult education program also runs classes for 15 employees of the **Winchester Manor Nursing Home.**

Texas Instruments works with Bristol Community College to provide ESL instruction to immigrant workers in its Fall River, MA plant.

United Electrical Controls Company provides ESL instruction for some 50 immigrant employees in its Watertown, MA plant. Operated during working hours, the program is tied in with the company's shift to quality circles and other participatory management methods.

Waste Management Inc., the largest waste-disposal company in the world, operates a basic skills tutoring program for truck drivers and landfill workers at its Fort Lauderdale facility.

AVAILABLE FROM BCEL

- **INDEX TO BCEL NEWSLETTERS**, prepared by Marie Longyear, is a 20-page organization, title, and name index covering BCEL Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. It will be useful to readers who keep and use their newsletters as an ongoing reference tool. Supplements will be issued periodically. (\$2.00)
- **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a 54-page resource designed primarily for local literacy programs. Part I discusses the corporate-giving environment and forms of corporate giving. Part II gives step-by-step guidance on all aspects of corporate fundraising, from identifying companies to solicit, to proposal preparation and follow-up. Part III deals with forms of indirect corporate giving. (\$5.00)
- **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers wishing to address the basic skills problems of their workforces. It provides detailed guidance on how to plan and implement an effective job-related basic skills program. (\$5.00)
- **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$2.00)
- **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.15 a copy thereafter.
- The September 1988 issue of *Business Week* contained an excellent special report titled "HUMAN CAPITAL: The Decline of America's Workforce." Reprints are available from BCEL for \$1.50 a copy.
- In the U.S. and Canada, subscriptions to the *BCEL Newsletter* are free and back issues are available at no cost for up to 6 copies per issue, per organization, and at \$.50 a copy thereafter. Foreign subscriptions are 20 U.S. dollars annually, pre-paid, and back issues will be provided on request for \$.50 a copy. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.
- **BCEL's State Directory of Key Literacy Contacts** (1990-91 edition) is an aid for both the literacy and business communities. (\$5.00)
- **TURNING ILLITERACY AROUND: An Agenda For National Action** (1985) consists of two BCEL monographs (one by David Harman, the other by Donald McCune and Judith Alamprese) which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action. (\$10 the set)
- **PIONEERS & NEW FRONTIERS** (1985) is a BCEL monograph by Dianne Kangisser which assesses the role, potential, and limits of volunteers in combating adult illiteracy. (\$5.00)

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

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Business Council for Effective Literacy

1221 Avenue of the Americas — 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

AMERICA'S CHOICE



Work in the U.S. must be radically restructured throughout business and industry. Along with that restructuring, profound changes in the way the nation educates and trains workers must occur. Failure to act on these imperatives and to do so promptly will push the country further down its current path to a low skill, low wage, low productivity economy. The price for inaction will be an America unable to compete in the global marketplace, unable to preserve its present standard of living, and unable to narrow the ever-widening gap between the nation's "haves" and "have-nots."

These are the broad conclusions of two prestigious new reports — **AMERICA'S CHOICE: High Skills or Low Wages?**, and **WORKER TRAINING: Competing in the New International Economy**. Because of their extreme importance to national policy development, these reports are the subject of this article. They command attention because of their scope and depth, their fresh perspective, the rigor of their analysis, and the urgency of their message. They lift to a higher level the nation's understanding about workforce literacy as it relates to productivity. While directed primarily to the federal public policy arena, they are must reading for business and labor leaders, state planners, and education officials across the country. [Ed. Note: Both reports are lengthy and filled with technical data and highly detailed analysis. Any brief summary of them risks making them sound deceptively simple.]

AMERICA'S CHOICE: High Skills Or Low Wages!

America's Choice was publicly released this past June by the Commission on the Skills of the American Workforce, a group whose membership of 34 reads like a Who's Who of corporate, union, education, and government leadership — e.g. two former governors, two former Secretaries of Labor, 11 corporate CEOs, and four top union officials. Former Secretaries of Labor William Brock and Ray Marshall co-chaired the Commission along with Ira Magaziner, President of SJS, Inc. Staff work was carried out by the National Center on Education and the Economy in Rochester, New York, under the direction of Joan Willis. The report is based on eight months of intensive research, including a series of specially-commissioned background papers and interviews with over 2,000 workers and managers in the U.S., Japan, Germany, Sweden, Denmark, Ireland, and Singapore.

Item. Since 1969, says *America's Choice*, real average weekly earnings in the U.S. have dropped more than 12 percent, and the burden has not been shared equally. The top 30 percent of wage earners have seen their incomes increase, but for the other 70 percent incomes have spiraled downward. **Item.** It now takes over three years to make the same productivity gains our workers used to achieve every year prior to 1973. **Item.** Though the U.S. is presently in the midst of one of its longest economic expansions in history, this is largely because the nation has been able to produce more by adding more and more people to the workforce (50 percent of Americans are working today compared to 40 percent in 1973), not by working more efficiently. But with the shrinking of the workforce in the next decade and beyond, higher productivity (and maintaining our standard of living) will be possible only by increasing product quality and output per worker. **This can be achieved only by turning companies throughout the economy into "high performance work organizations" which pay higher wages and invest heavily in worker training and retraining.**

"The key to productivity improvement for a high wage nation lies in the third industrial revolution now taking place in the world," notes the report. "The steam engine and electric motor drove the first two industrial revolutions, causing profound changes in work organization. This boosted productivity, quality and living standards dramatically.

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BCEL EDITORIAL

Harold W. McGraw, Jr.
Chairman Emeritus, McGraw Hill Inc.
President, BCEL

As this Newsletter goes to press, the consolidated House-Senate adult literacy legislation heads toward joint conference consideration with its independent national institute and workplace provisions apparently intact. It really is gratifying that so many of you business and literacy leaders as well as the National Governors' Association have spoken out in support of these provisions and a strong overall literacy act. Obviously one can't be sure until it happens, but indications are very strong that Congress will pass the legislation.

Even with Congressional passage of the bill, however, one very important step remains — the President's signature to make it law. The national deficit and the impact of the Gulf crisis on our economy are major challenges weighing heavily on all our minds. But our country's education and literacy needs are equally compelling. It would be tragic to lose sound literacy legislation that has been two years in the making, that enjoys wide bipartisan support, and that in the overall federal budget picture will cost relatively little to implement. The price of not acting now will be far more costly in the long run. As one instance, the evidence grows steadily that the nation is headed toward serious economic decline if it doesn't act boldly to upgrade worker skills. A key step in accomplishing that will be the foundation the new legislation will provide, along with adequate funding for it. The President can make that a reality and in the process move the nation a big step closer to the goals adopted in his Education Summit with the nation's governors earlier this year.

The new legislation would benefit all segments of our society. Significant as that achievement would be, however, we need to remember the continuing challenge awaiting us, to build an effective long-term program on the new foundation. Business, government, and literacy groups across the country will have to remain firm in their resolve to keep working for a fully literate America — and to keep working together.

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NEWS IN BRIEF



Doonesbury Stamps: A Creative Funding Approach

Garry Trudeau has created *The 1990 Doonesbury Stamp Album* to raise funds for "Writers' Voices" and "New Writers' Voices," the national publishing program of Literacy Volunteers of New York City. This 16-page volume of specially-designed stamps is fun, filled with fresh political and social satire, and features many popular Doonesbury characters. The album was issued to celebrate the comic strip's 20th year. Trudeau will donate all of his income from the book to LV-NYC, and the publisher, Penguin USA, will also donate a portion of its income. The book sells for \$8.95 and is available in bookstores nationwide.

Work-Based Learning At DOL

Earlier this year, the U.S. Department of Labor established the Office of Work-Based Learning to provide a central point for the DOL's various activities in workforce literacy. James Van Erden, former director of the Department's Bureau of Apprenticeship and Training, was named Administrator of the Office. The Office is a national resource center concerned with skills training for displaced workers, youth in transition from school to work, and currently-employed persons. For more information contact James Van Erden, Administrator, Office of Work-Based Learning, U.S. Department of Labor, 200 Constitution Avenue N.W., Room N4649, Washington, DC 20210, (202) 535-0540.

Aguirre Studies Exemplary ESL Programs

In April, under an \$814,980 contract with the U.S. Department of Education, Aguirre International began a national research study to identify and analyze effective literacy programs for adults speaking English as a second language. The project is scheduled for completion by October 1991 and will result in a "Handbook for Adult ESL Literacy Programs." It will profile several exemplary programs and cover such

program elements as administration, assessment and placement, curriculum development, instructional methods, and teacher training. A companion technical report will be issued to present recommendations for meeting unmet future needs. For more information contact Gloria Guth, Project Director, Aguirre International, 411 Borel Avenue, Suite 402, San Mateo, CA 94402, (415) 349-1842, or Laura Karl, Project Officer, U.S. Department of Education, 400 Maryland Avenue SW, Room 4512, MES Building, Washington, DC 20202, (202) 732-2365.

New Program At Irvine Foundation

Following wide consultation with literacy groups in California, The James Irvine Foundation has adopted a new adult literacy grant program with funds to be given to projects within the state that will increase services for hard-to-reach adults... expand the state's pool of volunteer tutors... address the literacy needs of women and of the homeless... encourage the development of adult literacy materials... enable programs to make use of computers... and support the state's coordination and information goals. For application guidelines and procedures contact Mariano Diaz, Program Officer, James Irvine Foundation, 450 Newport Center Drive, Suite 545, Newport Beach, CA 92660.

Learning Link Helps The Homeless

"Learning Link" is a new consortium involving seven adult education groups and 12 shelters in Chicago, Champaign, and Rantoul, Illinois in an effort to address the varied needs of people who are homeless or at risk of becoming so. **Travelers & Immigrants Aid of Chicago**, which administers the program, is one of the education providers along with Roosevelt University, Prologue Adult Learning Center, the Southern School of Human Services, Casa Aztlan, the Champaign-Ford Counties Regional Office of Education, and Southern Illinois University in Carbondale. Funded by the Illinois Board of Education under the Stewart B. McKinney Homeless Act, the program serves such groups as victims of domestic violence and their children, substance abusers, people who have lost their jobs, and immigrants and refugees who are unable to function due to poor English skills. Besides education and literacy services, the program gives participants job and psychological counseling, meets their basic food and clothing needs, and helps them set future goals and gain access to

public entitlements and benefits. The basic goal is to equip youth and adults to move on to mainstream education and job training programs. Even though funding for the program is uncertain for next year, Margaret Cole, Project Coordinator, is optimistic about the long-term future. She stresses that coming regularly to the literacy class sites is already bringing a sense of stability, cohesion, and family to people whose lives are fragmented and filled with problems. For more information contact Margaret Cole, Travelers & Immigrants Aid, 4750 N. Sheridan, Suite 300, Chicago, IL 60640, (312) 271-1073.

Testing The Role Of TV: The Discovery Series

We the People/USA was formed in 1987 to create awareness of the bicentennial of the Constitution. Along the way, We the People learned that many California residents were newcomers who could not read English well enough to understand the American system of government. In fact, many native-born speakers of English also lacked the basic skills needed to understand their rights and responsibilities as citizens. We the People decided to design an adult literacy pilot project that through the use of television would bring basic skills help to the huge number of people who need it — and the Discovery Series of television programs was born. We the People hopes the Series will be the "spark" that "ignites" communities across the country to consider television's role in reaching their low-level adult readers. And a very large spark it is. When the Series is completed, it will consist of 180 half-hour television programs at three educational levels. Level 1, "Jump Start," will be aimed at nonreaders; level 2, "Tune Up," at high school dropouts; level 3, "High Gear," at pre-GED students. The programs will be entertaining and use a multifaceted, holistic approach to build motivation as well as basic literacy skills. The organization is now producing 36 pilot programs that will be tested by the Far West Regional Laboratory beginning in September 1991. Ten cities have been invited to take part in the pilot: Chicago, Cincinnati, Cleveland, Fresno, Houston, Los Angeles, New York, Philadelphia, Raleigh/Durham, and San Diego. The programs will be shown on a local commercial TV station in each of the cities. Each city will supplement the television component with study guides and practice sheets (to appear in regional newspapers), toll-free information hotlines for learners and potential volunteers, and an outreach

publicity campaign. Some test sites will also offer a "tool kit" of free supplies, a mail-in monitoring system through which volunteers will provide feedback to learners, and volunteer centers where learners can find out about additional resources. Once the test phase is complete, We the People hopes to interest networks and/or local stations across the country in carrying the entire series. The pilot phase has been funded by contributions from corporations and individuals and additional funding will be sought in due course. For more information contact Emily Chappell, Executive Director, Discovery Series, 26074 Avenue Hall, Suite 21, Valencia, CA 91355. (805) 257-6760.

Behind Bars: Tutoring Inmates In Pittsburgh Jails

The Criminal Justice System Task Force on Literacy — created by the Pittsburgh Literacy Initiative, the Allegheny Bar Association, and several local correctional agencies — has for the past year operated two literacy projects for inmates in the county jail. In one project, women students at the University of Pittsburgh and women lawyers and para-legals from the Women's Division of the Bar Association have been tutoring female inmates. In a second project funded by JTPA, the Pittsburgh Literacy Initiative provides 10 weeks of job-preparation help and basic skills instruction to male inmates. Despite cramped facilities and scheduling conflicts, the programs have so far succeeded in improving learners' literacy skills and placing them in jobs. Initiative director Judith Aaronson says that key to the program's success has been careful negotiations with all levels of jail staff to ensure their support for the program. But she says that correctional programs also need comfortable class facilities, curricula relevant to inmates' experience and aspirations, and ongoing counseling, education, and employment services to assure effective transition to the outside world. She suggests that judges consider alternative sentencing arrangements that would motivate convicts to participate in educational programs in exchange for reduced sentences. For more information contact Judith Aaronson, Director, Pittsburgh Literacy Initiative, Health & Welfare Planning Association, 200 Ross Street, Suite 605, Pittsburgh, PA 15219. (412) 392-3126.

Literacy & Health Care

The Literacy Task Force of the American Hospital Association (AHA) is working to

encourage CEOs of its 5,500 member hospitals and related professional and educational organizations to develop workplace basic skills programs for their employees. The Task Force is a cooperative effort involving not just the AHA but the American Society for Healthcare Human Resources Administration and the American Society for Healthcare Education and Training. The group has spent the past year developing a booklet of challenges and guidelines for its membership on how to get started with a workplace project. The publication, titled *Literacy in the Workforce: You Can't Afford Not to Care*, was distributed to the membership in July. As a follow-up, the AHA's annual conference in Washington on October 29 will focus on a range of workforce literacy topics and present case studies of exemplary hospital literacy programs. Top officials from several hospitals will make presentations. For more information on the conference and AHA's activities, contact Rebecca Grill, Staff Specialist, AHA, 840 North Lake Shore Drive, Chicago, IL 60611. (312) 280-6759. To order the booklet (\$7 for members, \$12 for nonmembers) write to Order Processing Department at the AHA.

National System Gearing Up To Teach & Assess Employability Skills

American College Testing (ACT), The American Council on Education (ACE), and the American Association of Community and Junior Colleges (AACJC), with ACT in the leadership role, have initiated a major project that is expected to lead to a National System for Assessing and Teaching Employability Skills. The effort will start with a limited number of states through state-level task forces and eventually expand to include other states. A number of major businesses will also be actively involved. The initiative has been in the planning phase for more than a year, and will be developed incrementally and in a way that makes it transferable to other states. The long-term goal is to structure practical assessment and instructional interventions that will enable employers, education and job training organizations, and government agencies to systematically improve workplace skills and productivity. The system will have three broad components: a clear process that employers can use to profile jobs according to the skills required to perform them, a set of tests and assessment procedures that measure those skills in current and potential workers, and a comprehensive set of instructional materials and resources built

around the required competencies. In due course, community colleges across the country will be trained in how to use the new system so as to provide a solid source of technical assistance for employers at the local level. A key objective of the undertaking is to develop an approach that will guide individuals in their own career development as well as to help organizations in the design of good workplace programs. Preliminary work has already begun on defining the core set of employability skills around which the system will be built. For more information contact Joel West, Sr. Vice President of Programs, American College Testing, 2201 North Dodge Street, Iowa City, IA 52243. (319) 337-1017.

National Training Center At Bronx Ed

Bronx Educational Services, a nationally-recognized CBO program, recently received \$125,000 from the **Exxon Corporation** and **Melville Corporation** for a National Training Center at its South Bronx facility. Since 1985, Bronx Ed has trained practitioners from some 90 literacy organizations in 10 states under a U.S. Department of Education National Diffusion Network grant. Building on that experience, in 1991 the Center will hold three 5-day training institutes for literacy practitioners from across the country. Tuition for each institute is \$250. Some travel funding is available for participants who can demonstrate need, but companies and other funders are encouraged to make grants to local literacy groups that wish to participate in this professional development program. For more information contact Patsy Medina, Bronx Educational Services, 965 Longwood Avenue, Bronx, NY 10459. (212) 991-7310.

Broadcast Industry Council's Focus On Literacy

In conjunction with its ongoing interest in motivating broadcasters to take an active role in adult literacy, and with funding from **The Diana Corporation**, The Broadcast Industry Council to Improve American Productivity (of the National Association of Broadcasters) has just distributed its inaugural issue of *Focus on Literacy, Part I: The Numbers Game* to its 6,000 radio and television broadcast members nationwide. The issue is the first in a series designed to help broadcasters explain adult illiteracy to their listeners and viewers and it contains numerous programming ideas on how they can work with businesses and literacy groups locally and otherwise help to advance the national literacy effort.

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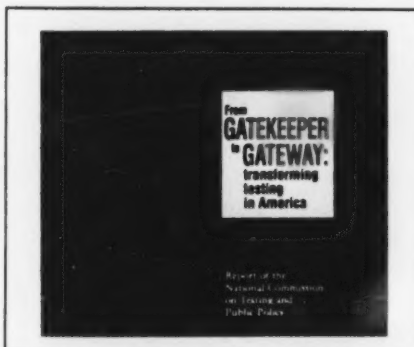
NEWS IN BRIEF

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Commission Calls For Changes In Testing

The National Commission on Testing and Public Policy has recently published the results of an intensive three-year study of standardized testing in the U.S. The 17-member Commission represents the perspectives of education, testing and measurement, business, labor, government, and manpower training and development. The report's title, *From Gatekeeper to Gateway: Transforming Testing in America*, emphasizes the underlying principle that tests should be used to "open the gates of opportunity for America's diverse people." The study explores testing in schools, the workplace, and the military. Among its many findings are that testing has served instead as a "hostile gatekeeper,"... and that certain practices in using standardized tests are detrimental to test takers, institutions that administer tests, and society as a whole. The report stresses that while standardized tests are important tools, used alone, without consideration of other sources of information, they are not accurate predictors of performance and will inevitably lead to the mislabeling of people and misleading conclusions about individuals' abilities, especially members of minority groups and women. Not only is too much weight given to test scores, says the report, but too many tests are given, and this is costly and takes time that could be used for more beneficial purposes. Furthermore, the way the nation uses tests encourages teachers to "teach to the tests" rather than to foster broader educational achievement. Moreover, neither test users nor test takers have access to the necessary information for evaluating testing instruments, and there are few mechanisms for public accountability of standardized tests. The Commission recommends eight broad steps to correct the problems they found:

- (1) Testing policies and practices must be reoriented to promote the development of human talent.
- (2) Testing programs should be redirected from overreliance on multiple-choice tests toward alternative forms of assessment.
- (3) Test scores should be used only when they differentiate on the basis of characteristics relevant to the opportunities being allocated.
- (4) The more test scores disproportionately deny opportunities to minorities, the greater the need to show that the tests measure characteristics relevant to the opportunities being allocated.
- (5) Test scores are imperfect measures and should not be used alone to make important decisions about individuals, groups, or institutions; in the allocation



of opportunities, individuals' past performance and relevant experience must be considered.

(6) More efficient and effective assessment strategies are needed to hold institutions accountable.

(7) The enterprise of testing must be subjected to greater public accountability.

(8) Research and development programs must be expanded to create assessments that promote the development of the talents of all our peoples.

The report offers specific steps toward implementing these recommendations. The full report is available by mail for \$6 from the National Commission on Testing and Public Policy, McGuinn Hall, Room 531, Boston College, Chestnut Hill, MA 02167.

Recent Hewlett Grants

The Hewlett Foundation recently made grants totaling \$675,000. Hanna Fingeret's Literacy South (formerly the North Carolina Center for Literacy Development) received a 3-year grant of \$375,000 to support its training, research, and technical assistance activities in the Southeast. The Center for Applied Linguistics received \$300,000 over three years in partial support of its national ESL literacy clearinghouse.

PALS: A Closer Look

A study recently completed by Evaluation Research, Inc. of Newton Highlands, Massachusetts for the Massachusetts Board of Library Commissioners confirms what many literacy professionals have been saying for some time, that major theoretical and practical revisions are needed in IBM's PALS system (Principle of the Alphabet Literacy System) if the program is to work effectively in a variety of settings with adults having diverse needs. The program sells for about \$60,000 including IBM hardware and was developed basically for use with children. Evaluation Research examined pilot PALS projects in two library programs funded by the Board in 1987 and 1988. One project, a program for the community at large, was that of the Brightwood

Branch Library in Springfield. The other was for inmates at the North Central Correctional Institute in Gardner, a medium-security prison for men. It was found that PALS raised reading levels modestly in the prison project. But this was attributed in large part to the trained staff there, who understood the prison culture and the needs of its inmates and who, because they were also familiar with the phonemic approach, were able to overcome serious limitations in the PALS program through extensive modifications of its design. In the Brightwood project, PALS was judged a failure. After completing one full program cycle of 20 weeks, test results showed so little change in reading level, where there was any at all, that the project staff decided to replace it with a different program (which produced reading-level gains almost immediately). Moreover, even though PALS is marketed as suitable for anyone reading at fifth-grade level or below, in both projects, especially Brightwood, the program was found far too difficult for persons at the lowest end of this proficiency spectrum. As a system for teaching adult literacy, Evaluation Research concluded that PALS in its current form is "one example of the 'quick fix' computer-assisted instructional programs... flooding the expanding adult literacy market." Its final report, titled *An Evaluation of the IBM PALS Program for the Massachusetts Board of Library Commissioners*, concludes further that "PALS is an adolescent program dressed up for adults... is not the 'one answer' program that it purports to be... has errors in its phonemic chart... is 'individualized' only in the amount of time a learner may take to complete the program... and [inappropriately] uses achievement tests normed on children to measure results." Evaluation Research has recommended that the Board of Library Commissioners help its two pilot projects identify other computer-based adult literacy programs that might be used on the PALS hardware they already have. It also recommends, among other things, that IBM "review its research base and redesign the PALS curriculum to include an adult oriented narrative... include ways of helping learners gain meaning from print in addition to phonics... incorporate learners' self identified literacy goals into the learning and assessment process... and develop peer group relationships among all learners in a group as part of the PALS experience." A full copy of the report is available for \$7.50 from Evaluation Research, 1589 Centre Street, Newton Highlands, MA 02161.

Barbara Bush Foundation Grants

On September 6, at a special White House Luncheon, the Barbara Bush Foundation for Family Literacy announced its first round of grants. From a competitive field of over 300 applicants, 11 organizations were selected to receive grants ranging in size from \$25,000 to \$50,000, and totaling some \$500,000. For a list of the grantees and their projects and other information about the Foundation's activities, write to the organization at 1002 Wisconsin Avenue NW, Washington, DC 20007.

Services For Business: Designing Workplace Literacy Programs

The following national organizations are experienced in designing functional context workplace basic skills programs:

- **The Center for Essential Workplace Skills.** Linda Stoker, the Center's director, was architect of Polaroid's Fundamental Skills and Technology Readiness Programs and she and her staff developed the industry-wide Carl Didde WorkPLACE program being released this fall by the National Association of Printers & Lithographers. The Center, which is based in Cambridge, Massachusetts, is a reconstitution of Cox Educational Services which Stoker was instrumental in founding. The Center is presently working with the Marriott Corporation in identifying community literacy resources... has developed workplace programs for both big and small companies, colleges, and community agencies... has produced guides and other technical assistance material to aid others in the development of workplace literacy programs and the training of trainers... and is experienced in running workshops and seminars. Write to the Center for Essential Workplace Skills, 185 Alewife Brook Parkway, Suite 4200, Cambridge, MA 02138, or phone (617) 497-2988.

- **The Center for Applied Linguistics (CAL).** CAL also has extensive experience in both large and small business settings. Recently, CAL has worked with the UAW/GM Human Resource Center to develop *Skills 2000*, a videodisc showing emerging workplace literacy requirements through on-the-job simulations. CAL has also worked with Crestar Bank, Vinnell Corporation, departments of federal government, and international organizations. The organization specializes in programs for refugee and immigrant groups, and operates the National (ESL) Clearinghouse on Literacy Education. CAL is a nonprofit organization which has worked broadly in the field of language and literacy for more than 30 years. Contact JoAnn Crandall, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037, (202) 429-9292.

- **Center On Education & Training For Employment (CETE).** Ohio State University. CETE has developed workplace programs for the Arab American Oil Company, and for schools, colleges, and government-assisted employment training programs. The Center is presently developing a workplace skills program for an auto manufacturer. Workshops are one of several technical assistance services offered by CETE. The group recently developed a workshop on workplace needs in reading and math for trainers of apprentices in the sheet metal and air condition-

ing industry. Contact Sandra Pritz, Center on Education & Training for Employment, Ohio State University, 1900 Kenny Road, Columbus, OH 43210, (614) 292-4353.

- **Language Training Designs** was established in April 1989 by Anne Lomperis, a specialist in workplace programs for limited English speakers. She has wide international experience and has worked broadly in the U.S. with the hotel and food service industries. Other clients have included cruise lines, airlines and airports, and manufacturing plants on the Texas-Mexico border. The organization is presently developing criteria that employers can use when selecting workplace education consultants. Contact Ms. Lomperis at Language Training Designs, 16 Butterfield, Irvine, CA 92714, (714) 552-4601.

In The States

- **In Arkansas** the Workplace Initiative for Skills Education (WISE) has been set up as a major new activity of the Governor's Commission on Adult Literacy. WISE will serve as an information clearinghouse and point of coordination for literacy and education groups and corporate human resource departments in the state. At the Commission's first annual meeting this month adult educators and human resource specialists are developing a statewide workforce literacy strategy. In another activity, the Commission recently gave \$520,000 in grants to local literacy councils and their state-level coordinating office, the Arkansas Literacy Councils, Inc. The grants came from a state fund financed in part by \$155,000 in state money and more than \$350,000 raised from the private sector by the Knox Nelson Literacy Foundation. In March, the Commission and Southwestern Bell organized a statewide "Dial 0 For Literacy" telephone referral system. Telephone operators from companies around the state are now trained to take information from potential students and tutors and pass it on via the Commission to local literacy groups for follow-up. Elsewhere in the state, the Lawyers Committee for Literacy is providing literacy-referral information to Employment Security Division offices and municipal judges. The group is also setting up an awards program for outstanding literacy tutors and students. For more information on the Commission and literacy activities in the state contact Larry Cooper, Executive Director, Governor's Commission on Adult Literacy, Southwestern Bell Telephone Company, PO Box 1611, Little Rock, AR 72203, (501) 373-1504.

- **Indiana** has established a new Office of Workforce Literacy to oversee development of workforce basic skills programs around the state and serve as an information clearinghouse. Barbara Levy has been appointed

executive director of the new office (325 West Washington Street, Indianapolis, IN 46204, 317-233-3354).

- **In Mississippi.** Governor Ray Mabus recently established the Mississippi Commission on Work Force Excellence. The membership includes representatives from more than a dozen companies in the state. The group held its first meeting on October 8. Its broad purpose is to develop effective economic and human resource development policies to ensure the state's future competitiveness. One of several specific goals is to shape a cost-effective worker training system. On another front, First Lady Julie Mabus has just received the "Woman of Conscience Award" from the National Council of Women of the United States. The award was given to recognize her leadership in literacy. (NCW/USA is the oldest multi-ethnic, multi-racial nonsectarian women's voluntary organization in the U.S.) For more information contact Joy Tharp, Special Assistant for Workforce Literacy, Governor's Office for Literacy, PO Box 139, Jackson, MS 39205, (601) 359-2681.

- **In Virginia,** the Virginia Literacy Foundation is engaged in several innovative projects. Together with the Office of State Adult Literacy, it has placed workplace education specialists in five community colleges around the state to serve as brokers between local employers and adult education organizations, help match employers with suitable literacy service groups, foster the development of small business consortia, and map out strategies tailored to local needs and resources. Working with graduate schools in the state, the Foundation recently launched a fellowship program under which a doctoral student will receive an award of \$15,000 each year to study a topic bearing on the quality of literacy instruction in the state. The first award was given in August to a student at the University of Virginia whose research will result in a series of diagnostic tests for adult readers. Together with the **IBM Corporation**, the Foundation has also set up 12 "accountability centers," computerized record-keeping systems around the state to document what is being accomplished in literacy programs. And, together with United Way of Virginia, the Foundation is setting up five prototype volunteer programs with adequate funding to cover salaries for full and part-time staff. For more information contact Mark Emblidge, Executive Director, Virginia Literacy Foundation, PO Box 1125, Richmond, VA 23208, (804) 225-8777. ■

AMERICA'S CHOICE

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The creation of the modern factory in the 1800's and mass production in the 1900's followed these technology breakthroughs. The advent of the computer, high speed communication, and universal education are heralding a third industrial revolution... the key feature of which is high performance work organization."

The challenge to America comes from abroad. In the competitor nations studied, the most productive companies are rapidly replacing the old "Taylor" method of work organization by higher performance methods. Rather than increasing bureaucracy, these new methods reduce it by giving more responsibility to workers up and down the line and eliminating unnecessary layers of management. They put quality control and production decisions more directly in the hands of individual line workers and teams of workers. The most productive foreign companies are also investing heavily in worker training (and have done so historically), including apprenticeship programs, because the new work patterns require more highly-skilled people. The result is that their workers' pay levels have risen "to reflect their greater qualifications and responsibilities" and "productivity and quality gains have more than offset the costs... of higher wages and skills development."

Already, *America's Choice* points out, "the world is prepared to pay high prices and high wages for quality, variety, and responsiveness to changing consumer tastes, the very qualities that new methods of organizing work make possible." Yet, despite the clear advantages, "some 95 percent of American companies still cling to old forms of work organization."

Is there a present skills shortage in the U.S.? One Commissioner noted in releasing the report last June that the news on this matter is both good and bad. The good news, he said, "is that most employers report no shortage of people with adequate skills and foresee no such shortage." But, he said, that is also the bad news, for the fact is that most employers today fail to see skills shortages as a problem because they are using turn-of-the-century work organization that does not require high skills. In fact, higher skills are urgently needed because the new work forms that require them are just as urgently needed.

In looking at how the U.S. prepares its front line workers for work, *America's Choice* finds that:

- More than any other country in the world the United States believes that natural ability, rather than effort, explains achievement. The tragedy is that we communicate to millions of students every year, especially to low-income and minority students, that we do not believe they have what it takes to learn. Then they live up to our expectations, despite the evidence that they can meet very high performance standards under the right conditions.
- Unlike virtually all of our leading competitors, we have no national system capable of setting high academic standards for the non-college bound or of assessing their achievement against those standards.
- America may have the worst school-to-work transition system of any advanced industrial coun-

Some 95 percent of American companies still cling to old forms of work organization.

try. Students who know few adults to help them get their first job are left to sink or swim.

- Only eight percent of our front line workers receive any formal training once on the job, and this is usually limited to orientation for new hires or short courses on team building or safety.

• The American post-secondary education and training system was never designed to meet the needs of our front line workers. The system is a combination of education programs for full-time college students and short term training for the severely disadvantaged, and can be difficult to access. Because employers have not set training standards, few students can be sure that there is a market for the courses they pursue. Education is rarely connected to training and both are rarely connected to an effective job service function.

- The foreign nations studied... share an approach to the education and training of their workers and to high productivity work organization. They insist that virtually all of their students reach a high educational standard. We do not. They provide 'professionalized' education to non-college bound students to prepare them for their trades and to ease their school-to-work transition. We do not. They operate comprehensive labor market systems which combine training, labor market information, job search and income maintenance for the unemployed. We do not. They support company based training through general revenue or payroll tax based financing schemes. We do not. They have national consensus on the importance of moving to high productivity forms of work organization and building high wage economies. We do not.

The longer the nation waits to reverse its present descending course, the more difficult it will be to recover. Indeed, that we have not taken strong action already amounts tacitly to a low wage choice. *America's Choice* joins a long list of other recent reports in arguing this point. But the Commission believes we still have time to reverse the situation, by making bold, basic changes in our approach to education and work. It makes five broad recommendations to this end (and in an appendix to the main report presents an approach for financing them):

Recommendation 1: *A new educational performance standard should be set for all students, to be met by age 16. This standard should be established nationally and benchmarked to the highest in the world. Students passing a series of performance based assessments that incorporate the standard would be awarded a Certificate of Initial Mastery—qualifying the student to move into work or a program of further study. Along with the Certificate standard the development of new performance-based examinations are recommended for which students can explicitly prepare. [Ed. Note: The United Kingdom is attempting to implement such a certificate there at the present time.]*

Recommendation 2: *The states should take responsibility for assuring that virtually all students achieve the Certificate of Initial Mastery. Through new local Employment and Training Boards, states, with federal assistance, should create and fund alternative learning environments for those who cannot attain the Certificate of Initial Mastery in regular schools. In particular, Youth Centers should be established to enroll school dropouts and help them reach that standard. Once the Centers are created, young people should not be permitted to work before age 18 unless they have attained the Certificate or are enrolled in a program to earn it.*

Recommendation 3: *A comprehensive system of Technical and Professional Certificates and associate's degrees should be created for the majority of our students and adult workers who do not pursue a baccalaureate degree. These Certificates would be offered for all service and manufacturing occupations. A student could earn the entry-level occupation certificate after successfully completing a 2-year to 4-year program of combined work and study. A sequence of advanced certificates, to be obtained as more complex skills are mastered, would be available throughout an individual's career. Certification standards would be defined by national committees to be convened by the Secretary of Labor. Students could pursue education programs for the Certificates in a wide range of accredited institutions. Student financial aid programs would have to be established to ensure full participation.*

Recommendation 4: *All employers should be given incentives and assistance to invest in the further education and training of their workers and to pursue high productivity forms of work organization. Employers should invest at least one percent of their payroll for the education and training of their workers. Those not wishing to do so would contribute the one percent to a general training fund to be used by states to upgrade worker skills. Public technical assistance should be provided to companies, especially small businesses, to help them shift to higher performance work organizations.*

Recommendation 5: *A system of Employment and Training Boards should be established by federal and state governments, together with local leadership, to organize and oversee the new school-to-work transition programs and training systems proposed.*

* * * * *

America's Choice concludes with these prophetic remarks: *Our recommendations provide an alternative for America. We do not pretend that this vision will be easily accepted or quickly implemented. But we also cannot pretend that the status quo is an option. Taken together the recommendations provide the framework for developing a high quality American education and training system, closely linked to high performance work organizations. The system we propose provides a uniquely American solution. Boldly executed, it has the potential not simply to put us on an equal footing with our competitors, but to allow us to leap ahead, to build the world's premier workforce.... The choice is ours.*

WORKER TRAINING: Competing In The New International Economy

Worker Training was just released by the Office of Technology Assessment (OTA) of Congress. It is the result of a comprehensive study requested from the OTA by the Senate Labor and Human Resources Committee, the House Committee on Education and Labor, and the Senate Finance Committee. It was prepared by a multidisciplinary staff of the OTA with guidance from a national advisory panel chaired by Donald Frey of Northwestern University and including leaders from the corporate world, unions, government, the research community, and the military. It drew on papers contracted from more than a dozen outside experts in economics and labor training issues. Study director for the project was OTA policy analyst Wendell Fletcher.

Like the report summarized above, *Worker Training* looks at U.S. worker training and retraining needs in an international context and in terms of what it will take to maintain the American standard of living and remain globally competitive. It analyzes the forces that shape training today, the extent of current U.S. employer-provided training compared to our major competitors, and trends in instructional technology and its use in training programs. Many of its broad findings are remarkably similar to those of *America's Choice*:

Item. Patterns of work organization in America need to be radically changed (following the example of the few U.S. companies that have already taken this path). **Item.** The nation will either develop a high wage, high skilled workforce or it will not be able to increase productivity and will lose its ability to compete. **Item.** Even as work is presently organized, worker skill levels are too low (workers have the skills for yesterday's routine jobs), but the new patterns of work to which we must convert will require an even more highly skilled workforce, a need made all the more urgent and challenging by demographic and labor mobility trends. **Item.** The training approaches in use in the U.S. are vastly inadequate and in many respects inferior to those of our major competitor nations: when measured by international standards, most American workers are not well trained. Our major trade competitors provide more and better worker training and better basic education, with their governments providing financial and technical support to firms and workers for training.

Seven out of every 10 workers in the year 2000 and beyond are already in the workplace. It is the flexibility of this workforce that will be most critical for national competitiveness in the next several years.

WORKER TRAINING



Competing in the New International Economy



CONGRESS OF THE UNITED STATES
OFFICE OF TECHNOLOGY ASSESSMENT

Item. Beyond a few leading-edge companies, there is little evidence that business and industry, whether manufacturers or service-sector employers, are ready or able to invest seriously in worker skills upgrading. Further, although state efforts in this area are increasing, they are still very limited and the overall state record is spotty. A strong federal role is vital if the situation is to be turned around. Moreover, even with substantially more involvement by the states and the business community, some of the things that need doing can only be done by the federal government.

A major focus of *Worker Training* is the special problem of small businesses and the competitive importance of the service industries. About them, the report says that "the competitiveness of small firms and the services matters even if their products do not trade internationally. Many of these businesses supply other firms that do export or compete with imports. Suppliers' costs, quality, and productivity directly affect those of their corporate customers. As most new jobs in the U.S. over the next several decades will be in the services, the strength of service industries will be critical to living standards. Small firms of all types also will create proportionately more jobs than their total share of employment." And small businesses, it should be stressed, face special problems in training. They lack experience in training and, unlike large companies, have few resources to develop expertise or pay for outside help.

Worker Training offers 16 policy options to Congress which, taken together, are designed to broaden and deepen employer and employee commitments to training. Each option is presented in the report along with an analysis of its advantages and disadvantages. While recognizing that an overall national strategy for long-term workforce development requires reforming education at all levels, the focus of *Worker Training* is on the nation's shorter-term need—the training of already-employed workers. That is because this will have greatest competitive impact in the near and medium term, and because the national debate and current federal legislation is predominantly directed at other points in the education spectrum. *Seven out of every 10 workers in the*

year 2000 and beyond are already in the workplace. It is the flexibility of this workforce that will be most critical for national competitiveness in the next several years.

To Reduce Barriers to Firm-Based Training:

Option 1: Help firms set up training consortia.

This might include start-up grants and technical assistance to firms, trade associations or industry groups, and training institutions (e.g. community colleges) to organize multi-firm training consortia. As one inducement to companies, Congress could set aside funds from federal ABE and vocational education programs for these consortia activities. The goal is to induce more firms to share training or risks they might not be able to assume singly.

Option 2: Expand technical assistance to trade associations and other industry groups.

Give a statutory charter and technical assistance funds to the U.S. Department of Labor. The aim would be to help identify industry-specific training needs and help associations and industry groups build training capacities and institutional structures. The approach could encourage more industry-sector responses to skill development, building on private sector initiative and depending on the private sector for implementation. The statutory office would put the effort on a firm foothold, less subject to annual changes in Department research budgets.

Option 3: Consider a limited tax credit for private sector training.

The Department of Treasury in cooperation with Labor and Commerce might evaluate alternatives for targeting the tax credit and conduct a field trial with small and medium-size firms on the fiscal impacts. The field test would give a sounder basis for subsequent decisions about whether to proceed with the tax credit, and firms would have the choice of using or not using the incentive.

Option 4: Phase in a payroll-based national training levy.

Employers, including nonprofit organizations and government, would spend perhaps one percent of their payroll on broad, transferable training or pay an equivalent amount into a government training fund. During the first phase, they would not have to pay the levy if they reported their training expenditures to the government. Implementation could be phased in over several years. The approach would assure a minimum of worker training by all firms and employing institutions. Because the cost of workplace skills training would be borne by employers, direct competition for public funds—such as training of unemployed people—would be minimized. Even if not fully implemented, the levy would for the first time create benchmark data on firm-based training expenditures to help inform public decisionmaking.

To Retrain Individual Workers For Career Advancement:

Option 5: Promote expansion of traditional apprenticeships.

To start, restore funding to the Department of Labor's Bureau of Apprenticeship and Training. Industry and unions could work with the DOL to develop standards for certifying skills among trainees in industries not having a strong tradition of apprenticeship. Workers would get credit for training completed, helping to ease job transitions, and employers could be more certain of hiring qualified personnel.

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AMERICA'S CHOICE

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Option 6: *Adequately fund the Carl D. Perkins Vocational Education Act*, which, when reauthorized, is expected to provide support for employed worker retraining, including apprenticeships.

Option 7: *Provide on-going workplace basic skills funding.* On a long-term basis, rather than through short-term demonstrations, earmark funds for small businesses and consortia, industry-specific projects, and dissemination of effective approaches. Target some funds on small businesses to help assure that large firms and their workers do not benefit disproportionately. Also target some funds on industry-specific approaches because research suggests that skills developed in specific job contexts are more likely to be transferred back to the job.

Option 8: *Extend favorable tax treatment for employee involvement in continuing education.* Section 127 [of the Internal Revenue Code] is one of few federal incentives already on the books for continuing education of workers. It has expired several times before renewal in the past, and should be made permanent so that workers who enroll in training programs will not discontinue their study because they might have to pay taxes on the employer assistance they get.

Option 9: *Evaluate ways to help workers finance continuing education.* Among the possibilities are human resource investment funds for workers, surcharges on individual income taxes to repay educational loans, and approaches for guaranteeing a specified amount of postsecondary education for all Americans. The goal of evaluating the options here should be to find those most likely to be cost effective and successful.

To Link Training and Technology Assistance to Firms:

Option 10: *Coordinate federal technology and training assistance to firms.* The disparate programs of federal government, in such areas as manufacturing technology transfer, training technology transfer, workplace literacy, and small business development should be expanded and coordinated, creating the possibility of one-stop shopping for firms or industry groups seeking help. The Commerce Department might be given lead agency responsibility, coordinating with Labor, Education, and the Small Business Administration.

Option 11: *Help states expand industrial services, combined with training.* Substantially expand the Commerce Department's now tiny State industrial services program, administered by the National Institute of Standards and Technology. Commerce would work with Labor and Education to help the states expand and better integrate training, education, and industrial extension services available to small firms. Fund research on the effectiveness of state training assistance to private industry, and establish a single clearinghouse to disseminate best practices to states and companies.

Option 12: *Create a nonprofit employer Institute for work-based learning.* Employers (including the federal government, trade and industry associations, and small businesses) should have a heavy role in directing the Institute, which would be located outside any federal agency and have sufficient start-up funding to guarantee several years of operation.

Once underway, the Institute could gradually perform some technical services first provided by government. Private employers and the federal government would share equally in funding the start-up costs, with the employers' share perhaps coming from the national training levy.

To Improve the Quality and Effectiveness of Training

Option 13: *Encourage adoption of best practice approaches and technologies.* Congress might direct the Departments of Labor and Education to give funding priority to projects that use best-practice approaches, to support dissemination of research findings, and to fund research to evaluate the effectiveness of work-based programs including those that use instructional technology.

Option 14: *Fund the federal training technology transfer program.* The 1988 Trade Act assigned the Department of Education responsibility for a government-wide training technology transfer program, but no funds have been appropriated for this purpose to date. Congress would provide initial funding to get the transfer office started. Programs developed for the military would be among those supported for adaptation in civilian settings.

Option 15: *Fund more civilian sector learning research/technologies.* Among the possible approaches for achieving this are to earmark at least one percent of federal education and training program funds for R&D activities, establishing a special Institute for learning technology and research, directing the Department of Education's Office of Educational Research and Improvement to give higher priority to work-based learning in its support of research centers, and giving the National Science Foundation a mandate to conduct research on the links between new technology adoption, work organization, and training.

Option 16: *Improve information on work-based learning.* Fund the Bureau of Labor Statistics and The Census Bureau to periodically survey workers on the training they receive in relation to employment. Fund the Department of Education and the Census to update the survey of adult education (last completed in 1984) on a 3-year schedule. Fund continued longitudinal studies of worker careers and education. Fund the Census Bureau to undertake special surveys and studies of technology adoption by firms and associated human resource development practices. Require an overall review of federal statistical priorities, including whether statistics-gathering agencies should give greater priority to workplace, education, and training statistics. Much of the current data on workplace training is dated, incomplete, or based on proxy data. The steps indicated could begin to remedy this situation.

(America's Choice is available for \$18 (\$15 for orders of 10 or more) from the National Center on Education and the Economy, 39 State Street, PO Box 10670, Rochester, NY 14610, 716-546-7620. Background papers to the report will eventually be available from NCEE. Worker Training is available for \$12 from the Superintendent of Documents, Dept. 33, US Government Printing Office, Washington, DC, 20402-9325, 202-783-3238. Specify GPO Stock # 052-003-01214-6. Selected background papers to this report will eventually be available from the National Technical Information Service and details will be given in a future BCCEL Newsletter.)

TOOLS OF THE TRADE



Policy & Research

1 *Determining Gaps in Literacy Service Provision in Rural Pennsylvania: An Educational Outreach Project* is the final report of a study by the Institute for the Study of Adult Literacy of Penn State University. It finds that community-based literacy programs in rural Pennsylvania are unable to meet the needs of their population and makes recommendations for their improvement and expansion — e.g. establish partnerships among job training, literacy, and business and labor groups; offer adult literacy classes at uncommon locations; and provide services at work sites. Available for \$20 from the Institute for the Study of Adult Literacy, Penn State University, 204 Calder Way, Suite 209, University Park, PA 16801, (814) 863-3777.

2 *From School to Work, a Policy Information Report* from the Educational Testing Service, focuses on the transition to work of non-college bound high school students. The report notes that while other developed countries have institutional systems for helping young people make the school-to-work transition, the U.S. does not. It explores differences in skills and attitudes required for success in school and on the job and stresses the need for better communication between educators and employers to smooth the transition. Available for \$3.50 prepaid from Publications Order Service, PO Box 6736, Princeton, NJ 08541. (Make checks payable to the Educational Testing Service.) For information call the Policy Information Center at (609) 734-5694.

3 *New Partnerships: Education's Stake in the Family Support Act of 1988*, a statement issued by nine national organizations including the Council of Chief State School Officers, the National Alliance of Business, the National Governors' Association, and the American Public Welfare Association, gives an overview of relevant provisions of the Family Support Act of 1988. It identifies the liaisons that need to be established between educators and human resource professionals in order to adhere to its provisions and examines the characteristics of such partnerships. It also lays out guidelines for the states and top state officials to follow when implementing

the act. Copies are \$1 from the W.T. Grant Foundation, 1001 Connecticut Avenue NW, Suite 301, Washington, DC 20036-5541.

Workforce/Workplace Literacy

4 *America's Work Force in the 1990s: Trends Affecting Manufacturers*, by Jerry Jasinosky, is a new 13-page publication from the National Association of Manufacturers. It examines trends identified in the groundbreaking *Workforce 2000* in terms of their implications for manufacturers. Among other recommendations are that manufacturers need to invest more in workforce training and increase employee involvement in workplace decisions. Copies are \$5 each from Lisa Firestone, National Association of Manufacturers, 1331 Pennsylvania Avenue NW, Suite 1500 North, Washington, DC 20004. (Make checks payable to NAM.) Phone (202) 637-3094 for information about bulk discounts.

5 *Finger Lakes Regional Education Center Workplace Literacy Curriculum* is a generic program to upgrade basic skills of workers at or above 7th-grade reading level in manufacturing and other business settings, both large and small. The following modules, which have been used successfully in workplace literacy programs in the Rochester, NY region (see July 1990 BCEL Newsletter, p. 7), are now available from the Finger Lakes Regional Education Center: *Workplace Mathematics* (modules 1-4, arithmetic, algebra, geometry, trig, and calculus), *Workplace Written Communications* (modules 1-9, reading comprehension, vocabulary building, grammar, mechanics, usage, and writing), and *Workplace Oral Communications* (module 1, interpersonal communications and listening). Each book contains both teacher materials and students' text and activities. (Teachers photocopy the lessons they select for classes.) The Center has also published "Workplace Literacy: Raising the Floor of Education in the Workplace," a paper by David Mathes that discusses the need for workplace literacy programs and outlines the steps for developing one. For information, prices, and ordering instructions on the modules and overall curricular program (the paper is available free), contact the Finger Lakes Regional Education Center for Economic Development, 3501 County Road 20, Stanley, NY 14561, (716) 526-6438.

6 *Literacy in the Work Force* (#947), by Leonard Lund and E. Patrick McGuire, is a new 22-page publication from The Conference Board based on a mail survey of 1,600 manufacturing and service firms. Among the findings are that most companies do not test for literacy or math skills, most are concerned about illiteracy among their workers and expect the problem to get worse, and most have no in-house programs to address worker skills needs. A major section of the publication profiles a sampling of present workplace programs and the particular features of each. Several goals, constituting a literacy agenda for the business community, are also set forth. Available to Board members and nonprofit groups for \$20 (otherwise \$80) from The Conference Board, 845 Third Avenue, New York, NY 10022-6601, (212) 759-0900.

7 *Massachusetts Workplace Education Initiative: Year 3 Evaluation Final Report*, by Paula Rayman and Laura Sperazi with Jan Maier and June Lapidus, presents the findings of a comprehensive independent evaluation of a range of workplace programs in Massachusetts. The report profiles seven programs and assesses them from the perspective of the learner, union leaders and membership,

and management. Among the specific recommendations are to provide child care, transportation, and counseling services for students; to place adult learners on advisory boards; and to include workers who are not enrolled in a program in the evaluation process. Available for \$15 from Laura Sperazi, Stone Center, Wellesley College, Wellesley, MA 02181. (Make checks payable to Stone Center.)

8 *1990 SHRM/CCH Survey: Workplace Literacy/Basic Skills*, a survey report written by Claire Anderson and Betty Ricks and sponsored by Commerce Clearing House and the Society for Human Resource Managers, explores the extent of workplace illiteracy, the problems that arise from it, and what is being done to address it. Questionnaires were sent to a random sample of Society for Human Resource Managers members. The 1,328 responses came from human resource personnel in companies ranging in size from fewer than 51 employees to more than 10,000. Among the survey's findings are that 92 percent of businesses now employ workers who lack solid basic skills and 70 percent of companies having such employees do not provide basic skills training. Available at no charge (up to 10 copies) from Commerce Clearing House, 4025 West Peterson Avenue, Chicago, IL 60646, (312) 583-8500, ext. 2275.

9 *A Project To Design an Evaluation of the Appropriateness and Effectiveness of Computer-Assisted Instructional Packages Used in the Remediation of Basic Skills*, by G. Mike Charleston, Lauren Villagomez, and Lynette Shaffer, is new from the Institute for the Study of Adult Literacy at Penn State. It reviews two evaluation designs, prepared under a contract with the National Commission for Employment Policy, for studying the effectiveness of computer-assisted instructional materials provided by the Job Training Partnership Act. Available for \$15 from the Institute for the Study of Adult Literacy, Penn State University, 204 Calder Way, Suite 209, University Park, PA 16801, (814) 863-3777.

10 *Technical & Skills Training* is a new magazine from the American Society for Training and Development. It contains articles on specific companies' experiences in technical and skills training and explores various training strategies. Among the topics covered in the premier issue are the use of job aids as a substitute for formal training and the U.S. Postal Service's use of tele-training. Annual subscriptions to the magazine, which is published 8 times a year, are \$79 (\$70 to ASTD members). Contact Technical & Skills Training, 1630 Duke Street, Box 1443, Alexandria, VA 22313-9833, (703) 683-8129.

11 *Training Partnerships: Linking Employers and Providers*, by Anthony Carnevale, Leila Gainer, Janice Villet, and Shari Holland, reports on a study conducted by the American Society for Training and Development and the U.S. Department of Labor on the use of outside providers of training. It identifies provider groups and systems, examines how employers interact with them, and gives guidance to employers on how to make informed decisions when buying outside training help. Single copies are available free from Fulfillment Department, ASTD, 1630 Duke Street, Alexandria, VA 22314, (703) 683-8119.

12 *Workforce 2000: Competing in a Seller's Market: Is Corporate America Prepared? A Survey Report on Corporate Responses to Demographic and Labor Force Trends*, prepared by Towers Perrin and the Hudson Institute, gives the results of a

survey about how well-positioned businesses are to address the issues identified in the Hudson Institute's *Workforce 2000*. The findings are based on questionnaires returned by 645 businesses representing a wide range of types. The report contains a wealth of demographic information about the present and future makeup of the U.S. workforce and discusses the resulting workforce problems that businesses will have to address. Copies are available at no cost while the supply lasts from Marketing Services, Towers Perrin, 100 Summit Lake Drive, Valhalla, NY 10595.

13 *Workplace Competencies: The Need to Improve Literacy and Employment Readiness*, by Paul Barton and Irwin Kirsch, examines the levels of prose, document, and quantitative literacy among high school graduates and young working adults in different occupational groups based on literacy proficiency scales developed by the Educational Testing Service. It takes a critical look at current assumptions about literacy and the future needs of the workplace. Among the authors' recommendations are that literacy providers should seek ways to improve the information-processing skills needed for complex tasks and that new assessment and measurement tools should be developed to evaluate the literacy and employment readiness of workers as well as the literacy requirements of the job. This booklet is one of four in a Policy Perspectives series developed under U.S. Department of Education funding. Available for \$2.25 from Superintendent of Documents, US Government Printing Office, Washington, DC 20402.

14 *Workplace Learning: Preparing the Workers of Today for the Workplace of Tomorrow*, by Dawn Krusemark, is a report from the New York State AFL-CIO. It gives guidance on designing a workplace learning program and presents the results of a survey of New York AFL-CIO affiliates about the extent of their involvement in workplace programs. Available free from Dawn Krusemark, New York AFL-CIO, 100 South Swan Street, Albany, NY 12210-1939, (518) 436-8516.

General Program & Curriculum Planning

15 *Evaluation Study of Program Effectiveness*, a publication of Literacy Volunteers of America, reports on the results of a study funded by the Exxon Corporation. Researchers undertook to learn about the demographic characteristics of students in LVA programs around the country, the progress the students make, and factors that contribute to their success or lack of it. Among the findings are that the length of time students remain in LVA affects their basic skills retention as well as their achievement of personal life goals and that similarity or dissimilarity between tutor and student is a predictor of the student's achievement and reading proficiency. Copies are \$7.50 from Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214, (315) 445-8000.

Family Literacy

16 *Beginning Literacy and Your Child* (#164), by Steven Silvern and Linda Silvern, is a new booklet from the International Reading Association designed to help parents encourage their children to read and write. Available for \$1.75 prepaid (bulk rates are available) from Parents Booklets, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, (302) 732-1600.

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TOOLS OF THE TRADE

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17 *Kylie's Song*, written by Patty Sheehan and illustrated by Itoko Maeno, is a children's storybook that raises questions about stereotyping and individual self-esteem. At the back of the book are questions for parents to discuss with their children after reading the story, and ideas for parents to use to help children build their own sense of self-worth. A special edition of the book, originally published by Advocacy Press, is being offered for \$3.95 by the Coors Foundation for Family Literacy, PO Box 46666, Denver, CO 80201, as part of its Literacy — Pass It On campaign. Proceeds from the sale will benefit literacy organizations.

And Highlighting...

18 *Worker-Centered Learning: A Union Guide to Workplace Literacy*, by Anthony Sarmiento and Ann Kay, is a new publication from the AFL-CIO Human Resources Development Institute. Although written specifically for union leaders, the book will be of value to employers and others planning workforce literacy programs. While exploring questions and concerns central to anyone instituting a workforce program, it indicates why unions, in particular, should involve themselves in literacy training and describes the unique contribution they can make in planning such programs and ensuring worker participation. It also focuses on the need for workplace programs to bring the goals of workers and employers into balance. Part I, "Understanding Workplace Literacy," informs the reader about the issues surrounding literacy, especially in relation to job performance. It shows why the word "literacy" is so difficult to define and examines the usefulness of varying definitions. It counters stereotypes of low-literate workers with facts about their actual literacy levels and the rising standards of literacy in society. It explains why the established providers of literacy training — e.g. schools, adult education programs, and volunteer programs — cannot by themselves handle the task and points to the workplace as a key place for reaching potential students and identifying their training needs. Part I also addresses the role unions can play in establishing the need for training based on changes in equipment and workplace processes. Finally, it outlines the broad principles upon which a worker-centered literacy program can be built so that the occupational and personal objectives of students are met along with the goals and needs of employers. Part II of the publication, "Designing a Worker-Centered Program," gives guidance on planning and implementing a workplace literacy program in which the learners are active participants in planning and assessment. Checklists and sample documents extend the text and provide tools for designing a program. A short chapter at the end of Part II outlines ways that those unions unable to provide workforce training themselves can help workers identify and achieve their own education goals. Part III, "Getting More Information," identifies sources of information and funding. Single copies are \$5.50 (bulk discounts available) from Patricia Garcia, AFL-CIO Human Resources Development Institute, 815 16th Street NW, Washington, DC 20006, (202) 638-3912.

CORPORATE LITERACY ACTION

Banking Industry Update

In the three months since BCEL reported on the availability of *Strategic Skills Builders for Banking*, the industrywide basic skills program developed by the American Bankers Association, the banking industry has shown real interest in the new curriculum. According to the American Institute of Banking (AIB), the Association's education arm, some 20 local banks and 30 local AIB chapters have now purchased the program, and at least 300 banks have called AIB headquarters expressing an interest in it. AIB chapters in Atlanta and Delaware are helping banks in those areas implement the program and the Newark AIB chapter is working with the Mayor's office to use the program for unemployed youth in that city. AIB has set up a national hotline (given below) to answer questions about the program, and is considering ways to introduce the program to high schools and agencies that provide pre-employment and literacy services. For more information contact Bill Browning, Manager, Research & Education, AIB, American Bankers Association, 1120 Connecticut Avenue NW, Washington, DC 20036, (202) 663-5390.

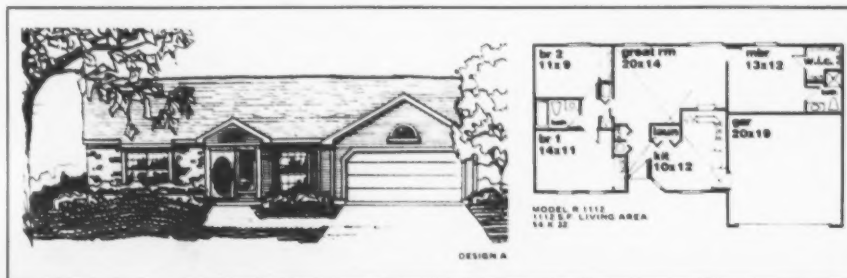
Hammers, Nails, & Basic Skills: National Building Systems

In three plants around the U.S., National Building Systems assembles basic components of houses which in turn are shipped out to contractors on site. In 1988, management at NBS' facility in Effingham, Illinois began talking with the CEFS Economic Opportunity Corporation, a local social service agency, about setting up a work-related employee basic skills program. The company was concerned that too many of its low-skilled entry-level workers were injuring themselves in workplace accidents

(with the company paying out up to \$300,000 a year in workers' compensation claims) and were unable to make the precise measurements required for home construction.

NBS, The United Brotherhood of Carpenters and Joiners, and CEFS literacy staff developed a set of goals for a curriculum that wove basic literacy and math skills around a number of job-related concerns. By focusing on safety issues, workers would learn how to avoid accidents. By studying the company's product and production process, they would have more interest in their jobs, be better able to move into new jobs in the plant, and be less likely to leave the company. (The company had a high turnover rate: out of 200 people hired in 1988, only 10 were still with NBS by mid-1990.) By improving their math skills, workers would be better prepared to handle the new computerized technology which the company planned to purchase to enable it to tailor homes to customers' specifications. By involving all levels of employees in the education program, the company would introduce a new focus on "quality" and create an "R&D" ethic in the plant.

Most of 1989 was taken up with developing a curriculum and getting word about the program out to all levels of staff. Janet Henry, a CEFS educator trained in vocational education, spent three 40-hour weeks assessing worker skill needs and designing the curriculum. She studied how work was done in the plant and identified tasks and problems which would become the meat of the curriculum. It was decided that the curriculum would focus on job-related tasks in order to build on the company's interests and to provide employees with a "real-world" curriculum more meaningful than traditional academic programs. Employees were given a mix of specially-designed job-specific and standardized reading and math tests, but, to ensure confidentiality, results were shared only with the employees them-



Graphic Courtesy of National Building Systems

selves. Union representatives assured the employees that they had nothing to fear from the tests. To encourage worker participation, union officials and shop-floor managers signed the letter announcing the program. This was done to avoid creating the impression that the program was coming from "the top" and thereby unnecessarily scaring workers away. Chief financial officer Ron Pearce in turn demonstrated high management support for the program by emphasizing its positive nature in letters of encouragement to the employees who would be taking part.

With that full year of preparation, classes got underway in January of this year. For the next six months, employees worked in three small groups of seven workers each. They analyzed causes of accidents; learned to differentiate the labels on various types of similar-looking materials; studied blueprints, work orders, and flow charts; and practiced using fractions and rulers so that they could cut lumber to $\frac{1}{8}$ of an inch and at exact angles. Employees participated on a voluntary basis, while the company invested by giving release time to them and a comfortable meeting room on the premises. These company resources served as the "match" required to obtain a grant from the Secretary of State's workplace literacy fund.

NBS hopes to continue the program, to benefit both those who took part in the first phase of classes and other employees who were reluctant to come forward but who have since seen the program's positive results. Some of the first-round learners have been exploring further education opportunities through CEFS. And in addition to the effects of the program on worker productivity, safety, trainability, and promotability, NBS now sees the program as a good tool for recruiting and retaining employees.

(For more information contact Ms. Chris Boyd, Literacy Program Director, CEFS, 101 N. Fourth Street, 4th Floor, Effingham, IL 62401, 217-342-2195.)

WHAT OTHER COMPANIES ARE DOING

FINANCIAL AND IN-KIND CONTRIBUTIONS

East River Savings Bank in June awarded ten \$1,000 scholarships to outstanding GED graduates of the City University of New York. The recipients will use their awards toward the costs of further education at the college level.

The **Exxon Corporation's** Summer 1990 issue of *The LAMP*, a magazine for shareholders, contained a major article on adult literacy and discussed the company's ongoing grant effort to help address the problem. Over the past three years Exxon has

given more than \$500,000 to a variety of organizations for service and research activities generally having national significance.

Gibson, Ochsner, & Adkins and **Autco Tire & Service Center** recently donated telephone equipment to the Amarillo (TX) Area Adult Literacy Council.

NCNB National Bank has provided major support to the Florida Literacy Coalition and to the state's literacy hotline. Other corporate supporters of the Coalition are the **Florida Bankers Association**, **Monsanto Chemical Company**, and the **St. Petersburg Times**.

Pacific Bell is working with Project Read in San Francisco to extend the library program's literacy services to the community. A manager from Pacific Bell serves on Project Read's Advisory Committee, some 12 of its employees have been trained as tutors for its program, and the company is providing space for classes and permitting its employees to tutor on company time.

In conjunction with International Literacy Day on September 8, **Philip Morris Companies** sponsored a literacy awards ceremony organized by the Philadelphia Mayor's Commission on Literacy.

Scott Paper Company, **The Doffinger-McMahon Foundation**, **The Philadelphia Foundation**, and **The Phoebe Haas Charitable Trust** have funded a special four-part workshop on critical thinking skills offered by the Center for Literacy in Philadelphia. Learners discuss such issues as drug abuse, teen pregnancy, AIDS, and cross-cultural communication and then integrate their thinking on these topics into reading and writing activities.

The Southeast Banking Corporation Foundation recently granted \$1,000 to Literacy Volunteers of Washington County (FL) to cover costs of tutor-training supplies. The bank's Chipley branch is covering postage and other office expenses for the program.

Southern Bell, **CSX Transportation**, **IBM**, **Marriott Hotels**, and **VistaKon** were among the supporters of Rollin' for Readin', a cross-country roller-skating tour by former literacy student Toni Cordell. Toni concluded her marathon for literacy in Jacksonville, FL on May 25th. Welcoming ceremonies included a luncheon sponsored by CSX Transportation and an evening pizza party sponsored by **Pizza Hut** and the **Pepsi Corporation**.

Southwestern Bell Foundation has just granted \$100,000 to Literacy Investment For Tomorrow-Missouri (LIFT). \$25,000 was granted outright and the balance of \$75,000 is in the form of a matching grant to encourage support from other businesses in the state. This funding is in addition to the \$250,000 given in the past by the Foundation to help establish LIFT.

The Steelcase Foundation has donated \$20,000 over two years to the Kent County (MI) Literacy Council. The **Gannett Foundation** has also granted \$10,000 and the **Grand Rapids Foundation** provided \$15,000 to help the Council raise funds from other private-sector sources.

The Toledo Blade, **Dana Corporation**, **Doehler Jarvis**, **Fifth Third Bank**, **General Mills**, **James River Corporation**, **Kroger Company**, **Ohio Bell Telephone**, **Ohio Citizens Bank**, **Owens-Illinois**, **Reams Broadcasting**, **Rudolph-Libbe**, **Society Bank**, **Spengler/Nathanson/McCarthy/Durfee**, **Toledo Edison**, and **WTVG Channel 13** sent teams to a spelling bee on International Literacy Day to raise funds for the Read for Literacy program in Toledo.

WEZN-FM, **WKCI-FM**, **WDRG-AM**, **Smith Corona**, **Reflexite Corporation**, **Young & Rubicam**, **Sport Club**, **Different Spokes**, **Suburban Cycle**, **CT Bicycle Touring Center**, **Cycle Dynamics**, **Farmington Bicycle**, **Berlin Bicycle and Repair**, **D'Aniello's Amity Bike**, **Cycles LaChance**, and **North Haven Bicycle Center** co-spon-

sored a series of bike-a-thons in August and September to raise funds for LVA-Connecticut.

EMPLOYEE BASIC SKILLS PROGRAMS

Airite has recognized that some employees in its El Segundo, CA aerospace plant have trouble reading memos about services available to them, work specifications, and other important documents. As a first step in dealing with the problem, the company has arranged for the local library to offer volunteer tutoring to interested employees. The company will cover the costs of teaching materials and make a cash donation to the program.

At **Allied-Signal Aerospace Company** in Kansas City, MO, more than 70 employees have been trained by the local Laubach program to tutor fellow employees one or two hours per week on company time.

Days Hotel Crystal City attributes a reduction in turnover to an employee ESL program it operates in collaboration with the Arlington Education and Employment Program of the Arlington (VA) Public Schools with partial funding from the U.S. Department of Education. Other hotel chains participating in the program include **Best Western**, **Embassy Suites**, **Holiday Inn**, **Hyatt**, **Quality Hotel**, **Sheraton**, **Stouffer's**, **Guest Quarters**, **Ramada**, **Marriott**, and **Old Colony Inn**. The **Chambers of Commerce** in Arlington and Alexandria have also served as partners in this effort.

Dobbs International Services is expanding the basic skills program started two years ago by supervisor Willie Blackwell in the company's Atlanta Airport facility. Citing improved productivity and morale at the Atlanta site, the **Greyhound Dial Corporation** subsidiary hopes to have similar employee education programs in place in all of its 51 sites by 1995. Dobbs employees prepare more than 70 million meals annually for 60 airlines in 44 airports nationally. The curriculum used in the Atlanta site is "Winning," an adult version of the "Sing, Spell, Read and Write" phonics program originally developed for schoolchildren.

Hitco, which manufactures parts for Trident submarines and the aerospace industry, has invested about \$400,000 during the past 18 months in an employee basic skills program in its Gardena, CA facility. Working with El Camino College, the **BP Chemicals** subsidiary is looking ahead to a time when every employee will have to be able to operate individual computers plugged into a central database.

Procter & Gamble works with adult educators from the Fayette County (KY) Schools to operate a basic skills program for employees in the **Jif Peanut Butter** plant in Lexington. **Pepsi Cola**, **Bluegrass Airport**, **St. Joseph Hospital**, **Cardinal Hill Hospital**, and the county government are other employers who have set up similar education programs, providing release time, facilities, recognition, and other supports for participating employees.

RockResorts and the **International Longshoremen's and Warehousemen's Union** have received a U.S. Department of Education grant to establish a basic skills program for workers on the Hawaiian Island of Lanai. The participants are either making the transition from agricultural to tourist-industry jobs or trying to qualify for better jobs in the pineapple industry.

Schrock, W.C.I. Inc. operates a math refresher and communications course for employees in its Arthur, IL plant in collaboration with Lake Land College.

Summerfield Suites Hotel in Torrance, CA teaches its multicultural housekeeping staff how to safely use cleaning chemicals, while at the same time encouraging the employees to upgrade their literacy and language skills in local literacy programs.

The **Truitt Bros.** cannery has opened its doors to tutors from the Salem (OR) Literacy Project. Nine employees now receive tutoring in the program which is scheduled during slow periods in the canning-season cycle.

AVAILABLE FROM BCEL

• **INDEX TO BCEL NEWSLETTERS**, prepared by Marie Longyear, is a 20-page organization, title, and name index covering BCEL Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. It will be useful to readers who keep and use their newsletters as an ongoing reference tool. Supplements will be issued periodically. (\$2.00)

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a 54-page resource designed primarily for local literacy programs. Part I discusses the corporate-giving environment and forms of corporate giving. Part II gives step-by-step guidance on all aspects of corporate fundraising, from identifying companies to solicit, to proposal preparation and follow-up. Part III deals with forms of indirect corporate giving. (\$5.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers wishing to address the basic skills problems of their workforces. It provides detailed guidance on how to plan and implement an effective job-related basic skills program. (\$5.00)

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$2.00)

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.15 a copy thereafter.

• **Workforce/Workplace Literacy Packet** includes a selection of BCEL Newsletters, collected newspaper and magazine articles, and a reprint of the 1988 *Business Week* feature "HUMAN CAPITAL: The Decline of America's Workforce." (\$6.50, the packet; \$1.50 reprint only)

• In the U.S. and Canada, a subscription to the **BCEL Newsletter** is free; back issues are available at no cost for one copy and at \$1.00 a copy thereafter. Foreign subscriptions are 20 US dollars annually, prepaid; back issues are \$1.00 a copy. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.

• BCEL's **State Directory of Key Literacy Contacts** (1990-91 edition) is an aid for both the literacy and business communities. (\$5.00)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (1985) consists of two BCEL monographs (one by David Harman, the other by Donald McCune and Judith Alamprese) which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action. (\$10 the set)

• **PIONEERS & NEW FRONTIERS** (1985) is a BCEL monograph by Dianne Kangisser which assesses the role, potential, and limits of volunteers in combating adult illiteracy. (\$5.00)

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

BCEL Professional Advisors

William Bliss
President
Language & Communication
Associates

Jeanne Chail
Director, Reading Lab
Graduate School of Education
Harvard University

Helen Crouch
Executive Director
Literacy Volunteers of America

Paul Delker
President
Strategic Educational Systems

David Hargreaves
Executive Producer & Head,
Adult & Continuing Education
British Broadcasting Corp.

Barbara Holmes
Director, Adult Literacy Project
Education Commission of
the States

Judith Kokloski
Executive Director
American Association for Adult
& Continuing Education

Larry Mikulecky
Director, Learning Skills Center
Indiana University

Julia Palmer
Executive Director
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The HRD Department, Inc.

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Laubach Literacy Action

Mary Greich Williams
Director, Div. Adult Education
Indiana Dept. of Education

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Association for Community
Based Education

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Sec. & Admin. Asst.

Beth Godat
Publications Assistant

Business Council for Effective Literacy

1221 Avenue of the Americas - 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

OFF WELFARE, INTO WORK



Photo by Jock MacDonald.
Courtesy of Rockefeller Foundation

According to recent Census figures (March 1990, *Current Population Survey*), some 12 million adult women in the U.S. are trapped in poverty. Of these, 3.2 million are single mothers who are heads of households and have children under age 18 — representing an increase of 30 percent from only a decade ago. Out of concern for the increasing feminization of poverty, the Rockefeller Foundation, in 1982, launched a \$12 million welfare-to-work research and demonstration project, which is presently mid-way into a five-year evaluation. Called the *Minority Female Single Parent Demonstration*, it is already clear that the effort has produced results of great significance to funders, legislators, and the literacy and employment training communities.

Not only does the project offer a proven training model to public agencies and education groups that must work together to advance JOBS*, the education provisions of the Family Support Act of 1988, but it gives new weight to the importance of the functional context approach in workforce and workplace programs. Moreover, in pointing to the superiority of "non-sequential, integrated programs" in

preparing welfare recipients for work, it suggests a potential new national policy direction, one that runs counter to the conventional wisdom.

The Rockefeller demonstration involved four community-based organizations in as many cities: the Atlanta Urban League, the Opportunities Industrialization Center of Providence, Rhode Island, Wider Opportunities for Women in the District of Columbia, and the Center for Employment Training in San Jose, California. Its purpose: to find the most effective approach for helping low income single mothers get off welfare and into work.

Of the four programs funded, the first three have produced discouraging results. The fourth, at the Center for Employment Training (CET), has had strikingly dramatic results. After spending less than one year in the CET program, more participants have gotten jobs, better jobs, and substantially higher wages than participants in the other three programs, and they have done markedly better than members of a CET control group set up for comparison.

According to program analysts, CET's success is based on the immediacy of its job training. Departing from customary practice, CET teaches job skills without delay — fitting in as needed instruction in the basic reading, math, and English required for competence in a particular job. Program outcomes and goals are specifically geared to the local labor market. Support services for handling such everyday logistical problems as child care and transportation are integrated into the program, and to foster motivation and a personal sense of achievement training is tailored to the individual. The other three programs followed the traditional schooling sequence: requiring remedial basic education as the first step toward qualifying for subsequent job training.

Rapid immersion in job training regardless of the trainee's skills deficiencies is a lesson learned during CET's 23 years of experience. "Anyone who doesn't have bread on the table doesn't have the patience to face a long stretch of classroom basic learning; they become discouraged and quit," says Tony Bustamante of CET. Russell Tershy, CET's director, puts it this way: "The end of the rainbow is not the training or a diploma, but a job and job retention. That's why people come."

(Cont'd on p. 6)

BCEL EDITORIAL

Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

When Congress did not pass the omnibus education bill last November, its literacy provisions were of course also lost. The handful of senators whose requested "holds" kept the bill from a vote created an unexpected turn of events, but that action was not aimed at its literacy aspects. Indeed, thanks to strong leadership on both sides of the aisle, and to the special diligence of Representatives Tom Sawyer, Bill Goodling, and their staffs, the literacy provisions negotiated during joint conferencing had solid Congressional support, and that support continues. In fact, the House plans to reintroduce the literacy bill right after the 102nd Congress is seated, and expectations are that it will pass the full Congress.

The bill's planned reintroduction is very encouraging, but there's a discouraging note in that the final version of the 101st Congress falls short of what we had hoped for, especially in its provisions for the National Literacy Institute and its governing board. Thus along with several other national literacy groups BCEL is urging that as the bill is reconsidered every effort be made to greatly strengthen the board's authority and independence and other key provisions. Hopefully, many of you will be joining in that step. But even if the adjustments are not fully achieved, the cause of literacy is far better served at this time with the bill put forward than with no bill at all. There will be future opportunities to build on and revise the final legislation, and it is of real importance that we in the literacy and business communities keep that very much in mind as we work together for further improvement.

We must and will move forward, and we must continue to address the deeper substantive issues of illiteracy, such as how best to encourage employer investments in workplace literacy and how best to meet the needs of our youth and adults not yet equipped to enter the workforce. It is gratifying to see attention focused increasingly on these issues — though of course the needs of general literacy programs must not be overlooked in the process.

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*In the next several years the federal government will be spending up to \$1 billion a year for JOBS, to be supplemented by state funds. As the states begin to shape their programs, they will need to draw from the best practices and experience known to the field. The Rockefeller findings are singularly compelling in this regard.

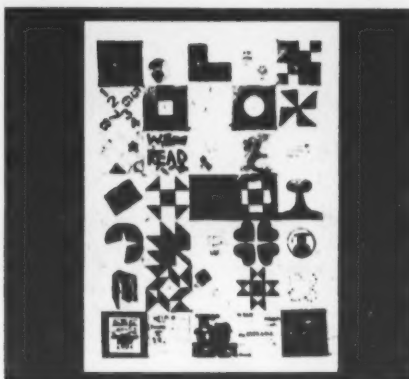
NEWS IN BRIEF

Stitching A Quilt For Literacy

When volunteer tutors in the New Bedford Adult Literacy Program in Massachusetts learned that 1990 was International Literacy Year, they wanted to do something special to mark the occasion, something that would actively involve their students and "give them a chance to shine." Pam Humphrey, Coordinator of Volunteers for the Commonwealth Literacy Campaign, came up with the idea of making a literacy quilt, and 35 people, half students and half volunteers, volunteered to sew one square each. Money for materials was donated by **Walden Books**. The finished quilt has since been shown at the main libraries in New Bedford area towns, and it is currently on view at **Compass Bank** in New Bedford. From here it will travel to New Bedford branch libraries. According to Ms. Humphrey, displaying the quilt has led to increased awareness of the New Bedford Adult Literacy Program, and a number of people have come forward to volunteer as tutors. For more information contact Pamela Humphrey, Volunteer Coordinator, Commonwealth Literacy Campaign, New Bedford Adult Literacy Program, 455 County Street, New Bedford, MA 02740, (508) 997-4511, ext. 3372.

DOL School-to-Work Initiative

The Office of Work-Based Learning of the U.S. Department of Labor has announced a new \$10.5 million program to forge school-business partnerships that will prepare high school students to enter the workforce. The program consists of six major long-term projects, each having a different job focus, partnership arrangement, and geographical location. The DOL has furnished seed grants of some \$3.2 million to get the initiative off to a solid start, and the balance of \$7.3 million will eventually go to the grantees from several organizations that will work directly with them, including employers, foundations, and other private sources. The specific projects, and their initial funding levels, are as follows: The Pennsylvania Department of Commerce (\$497,000, preparing high school youth for careers in metalworking); the Unified School District of Los Angeles (\$710,000, preparing students for jobs in banking, telecommunications, and public service); the Private Industry Council of Boston (\$973,000, health-care); the Maryland Department



Quilt By Students & Tutors of New Bedford (MA) Adult Literacy Program, Honoring International Literacy Year

of Economic and Employment Development (\$380,000, three different projects in Baltimore and in suburban and rural areas of the state); the National Alliance of Business (\$438,000, appliance technicians for Sears, jobs in banking); and the Electronic Industries Foundation in Washington, D.C. (\$204,000, technician training for jobs in northern New Jersey). For more information contact Irene Lynn at the Office of Work-Based Learning, U.S. Department of Labor, 200 Constitution Avenue NW, Room N4649, Washington, DC 20210, (202) 535-0548.

Southern Literacy Forum Established

In a first for the nation, the Southern Literacy Forum was established by 13 southern states this past October. The Forum was recommended in a report prepared for the Southern Growth Policies Board by the Southern Regional Literacy Commission after its year-long study of the status of literacy in the South. The Commission was chaired by William Friday, president of the William Kenan Charitable Trust and president emeritus of the University of North Carolina. He was appointed to the post in late 1989 by Louisiana's Governor Buddy Roemer. In general, the Forum will serve as a unifying agent for the literacy activities of the various states. More specifically, it will have a four-fold mission: to build consensus on workplace issues and action among the 13 member states; to assist the states in the development of programs and policies; to provide information and assistance to literacy programs and practitioners in the region; and to fund or conduct research. Over the next 18 months, the Southern Growth Policies Board will guide the Forum through its early development, providing it with physical facilities, raising money, and further analyzing current needs. After that the

Forum will function as a free-standing entity with its own offices. The Commission's report, titled *Literacy is Everybody's Business: The Power of the Word*, examines the scope and nature of adult illiteracy in the South and its economic implications, provides detailed information about what the 13 Southern states are currently doing and not doing in literacy, and makes numerous recommendations for future cooperative action. To learn more or to order a copy of the report (\$7.50) contact Robert Donnan, Director of Communications, Southern Growth Policies Board, PO Box 12293, Research Triangle Park, NC 27709, (919) 941-5145.

JSEP Evaluated: Developing A Military Computer System For Civilian Use

The Job Skills Education Program (JSEP) is a computer-based basic skills program developed in 1982 for use by the U.S. Army. Because of the program's promise and striking similarities between many military and civilian occupations, the U.S. Departments of Labor and Education decided to test its adaptation to civilian use and funded several pilot projects around the country for that purpose—including a three-way partnership among Peavey Electronics Corporation, Meridian Community College, and the State of Mississippi; a specially-created continuing education center site in White Plains, New York; and projects in California, Indiana, and Delaware. A grant also went to Florida State University and the Ford Aerospace Corporation to "de-green" the military modules.

In June 1988, the Department of Labor funded the National Alliance of Business to evaluate the Mississippi and White Plains projects, explore community college and employer receptiveness to introducing the JSEP program, and undertake other activities to determine the system's cost and instructional effectiveness as well as barriers to its wider implementation, especially in workplace settings. NAB provided technical assistance and evaluation services at the Mississippi site, reviewed the White Plains program and other demonstrations, and conducted a series of regional forums to gather information from private employers.

The study found that, while JSEP has many strengths and can work well in civilian settings under the right conditions, there are a number of serious barriers to its widespread use. These include the high cost of the MicroTICCIT hardware presently used,

the system's incompatibility with computers more commonly in use, lack of technical support for both the hardware and software components, the need of individual employers to be able to customize the software, the continued presence of unsuitable army terminology and material, and unresolved copyright problems. While recommending that further modifications be made and additional field tests conducted, NAB concludes that widespread civilian use of JSEP is unlikely.

The study's analysis and specific findings are presented in rich detail in a May 1990 report prepared by NAB for the Department of Labor, called *Lessons Learned: Job Skills Education Program Final Report*. For more information about JSEP and the NAB study, or to obtain a free copy of the report (quantities are limited), contact Gary Moore, National Alliance of Business, 1201 New York Avenue NW, Suite 700, Washington, DC 20005, (202) 289-2888.

LET ME: Increasing Women's Career Choices

CUNY's Bronx Community College has received special state funding for LET ME, a reading program that encourages women to consider and pursue nontraditional career options. "Women are generally encouraged to enter education, the arts, social work, or to become secretaries," notes project director Harriet Shenkman, "instead of venturing into auto mechanics, engineering, or the audio-visual field, or even starting their own business." LET ME aims to help correct this problem by changing attitudes and awareness among its women students. Called "Exploring Non-Traditional Career Roles Through Reading," the semester-long course has been given twice since September 1989 and some 220 women have completed it. The participants in each course were grouped into two sections, with those at a higher reading level meeting twice a week and those at a lower level five times a week. Shenkman says that "as the women read materials, they are taught not to think like men, but to think about themselves as individuals, having all career choices before them as well as new options and nontraditional lifestyles." To measure awareness and attitudinal changes, the project built special pre- and post-course testing. The results to date show significant increases in both classes with gains ranging from 33 to 81 percent. The tests do not measure specific reading grade-level increases but assume that evidence of large leaps in knowledge

and awareness can only be acquired through gains in reading ability. Ms. Shenkman believes that although the goal of the program is to help the enrollees think more broadly, the effects are likely to filter down to their daughters. For more information contact Harriet Shenkman, Special Education Services Department, Bronx Community College, University Avenue and West 181 Street, Bronx, NY 10453, (212) 220-6910.

ACBE Receives Major Grants

The MacArthur Foundation recently awarded a 3-year grant of \$1,050,000 to the Association for Community Based Education. The grant, which has a matching requirement after the first year, will enable ACBE to provide technical support and practitioner training to CBOs, develop self-assessment procedures for local program use, expand and strengthen its clearing-house activities, and broaden its unique minigrant award program. The minigrant program will be extended even further by a new 3-year grant of \$150,000 from the Donner Foundation. ACBE will regrant the Donner funds in amounts of up to \$10,000 for the adult literacy programs of local CBOs. On a third front, Consumer Cause, Inc., a national consumer advocacy group, raised \$5,000 for ACBE at a special dinner in New York City early last year and then matched the amount raised with another \$5,000. The funds were used by ACBE to develop a preliminary design for CBO literacy materials built around consumer issues. For more details contact Chris Zachariadis, Association for Community Based Education, 1806 Vernon Street NW, Washington, DC 20009.

External Diploma Program Goes National

The Regents' External Diploma Program, which originated in New York State in 1973 and was subsequently adopted by 11 states, is now being offered nationally by the American Council on Education through its Center for Adult Learning and Educational Credentials. For persons who did not graduate from high school, the program leads to a high school diploma based on demonstrated competencies in some 64 academic and life-skill areas, regardless of where, when, and how the competencies were acquired. The program includes a diagnostic phase which tests for the basic skills and an assessment phase which determines whether enrolled adults qualify for the diploma. Those who are deficient in their skills and/or lack needed diploma competencies are referred

to appropriate programs of instruction. Among those who could benefit from the diploma program are mid-life and mid-career adults who are seeking job advancement or want to pursue postsecondary education. According to the ACE most people complete the program within 6-9 months. For more information contact Florence Harvey, Director, External Diploma Program, Center for Adult Learning and Educational Credentials, American Council on Education, One Dupont Circle, Washington, DC 20036, (202) 939-9470 or (202) 939-9475.

Advancing Literacy Down Under

According to an official of Adelaide College in South Australia, only about one percent of the more than one million adults in Australia with problems in reading, writing, and basic math are presently enrolled in literacy skills programs. But over the last few years the business community has begun to recognize the severity of the illiteracy problem and to pay more attention to the basic education needs of their employees. Companies and unions in a wide range of industries—e.g. car manufacturing, health care, transportation, appliance manufacturing, and textiles—now offer some kind of employee basic skills service. In July 1990, for example, a Workplace Education Service (WES) was formed at Adelaide College. WES already has 600 learners enrolled and a waiting list of businesses that want to participate. In addition, WES provides direct advisory and training services for managers, supervisors, and training officers; operates an educational referral service for employees and employers; and helps businesses design programs for both English-speaking and non-English-speaking employees to improve their communications skills. For more information contact Robert Bean, Manager, Workplace Education Service, Department of Employment and Technical and Further Education, Adelaide College, AAMI Building (3rd Floor), 132 Grenfell Street, Adelaide, 5000, Australia.

Stepping Out At Radio City

On November 9, Radio City Music Hall presented a special benefit dress rehearsal of its annual Christmas Show, hosted by Matilda Cuomo and Joyce Dinkins. Five thousand people attended the show, which raised \$25,000 for the Literacy Volunteers of New York City and \$10,000 for the CONTACT Center's national literacy hotline in Lincoln, Nebraska.

(Cont'd on p.4)

NEWS IN BRIEF

(Cont'd from p. 3)

OTA's New Literacy & Technology Project

Having recently completed its state-of-the-art report on worker training (see feature article, BCEL Newsletter #25, October 1990), the Office of Technology Assessment of the U.S. Congress has begun a comprehensive new literacy and technology assessment for the Senate Committee on Labor and Human Resources and the House Committee on Education and Labor. The effort, under the direction of OTA policy analyst Linda Roberts, will look at how technology can be used to improve and expand adult and family literacy services and to overcome economic, social, geographic, and institutional barriers to access. The project began this past October and will result in a final report to Congress by mid-1992. For more information write to Linda Roberts, Project Director, Office of Technology Assessment, U.S. Congress, Washington, DC 20510-8025.

ASTD Launches New Workforce Campaign

The American Society for Training and Development announced in November the launching of a three-year national campaign, called TRAIN AMERICA'S WORKFORCE. Its purpose is to "revitalize American companies by changing the way they invest in people." The campaign will be based on ASTD's workplace research over the past four years, which has resulted in several important new guides and books, including most recently *America and the New Economy* by economist Tony Carnevale. According to this new research report, nearly 50 million workers, or 42 percent of the workforce, need training and skills upgrading over the next ten years to keep up with new job demands, but they will not get the needed education unless present practices are substantially changed and unless human capital investments (at an annual level of \$15 billion) are forthcoming. The ASTD campaign has two broad goals: to make clear to employers the close connection between training and profitability, and to draw public attention to the training practices of companies that have made quality and productivity gains by investing in workplace training and education. Among the specific activities planned by ASTD are creation of a CEO Council through which the nation's business leaders will be reached, a national workplace summit, a program in each of the 50 states in which state governments will join with



Courtesy of ASTD. From Campaign Brochure, TRAIN AMERICA'S WORKFORCE

businesses to promote training opportunity, and local awareness and outreach programs in ASTD's 55,000 chapters. For more information contact the TAW Hotline at (703) 683-9599 or write to TRAIN AMERICA's WORKFORCE, c/o American Society for Training and Development, 1630 Duke Street, Box 1443, Alexandria, VA 22313.

The BEST Blueprint

The Basic Education Skills Training program (BEST) was launched in 1989 as a workplace demonstration model by the Maury County Board of Education in Columbia, Tennessee with a \$47,000 grant from the U.S. Department of Education. In partnership with more than 14 local businesses—including the **Menasha Corporation, Mt. Pleasant Manufacturing, Rhone Poulenc Basic Chemicals, and Shippers Paper Products**—the Board's program has been offering instruction from the lowest basic skills level through high school diploma work to employees of the companies, with job-linked instruction a part of the format. The program has three unique features: provision of education services to multiple employers simultaneously, scheduling that accommodates both straight and swing shift workers without requiring released time, and the use of a simple half-hour test to identify learning disabled students. The model is considered suitable for employers who wish to help their workers upgrade their education to a high school level. According to a recent report by the Board, during the first 15-month period 152 employees and immediate family members were served by the program. Moreover, a 73 percent employee retention rate was achieved, as well as an 82 percent high

school diploma pass rate. The pilot phase of the program ended recently and BEST continues on with local funding. For more information contact Susan Westberry, Coordinator, BEST Workplace Literacy Program, Maury County Board of Education, 501 West 8th Street, Columbia, TN 38401, (615) 388-8403. The Board's report, titled *The BEST Blueprint: Quality ABE in the Workplace* contains guidelines for developing and implementing the BEST program elsewhere. It will be available through the ERIC Clearinghouse next month and ordering information can be obtained by phoning 800-848-4815.

California's Workforce For The Year 2000

Since May 1989, the California Workplace Literacy Task Force, chaired by Tom Sticht of Applied Behavioral and Cognitive Sciences, has been studying the state's workforce literacy needs in light of productivity and economic issues facing the state. The Task Force was appointed by the State Senate as a result of hearings held in March 1989 by the Joint Committee on the State's Economy and the Senate Select Committee on Small Business Enterprises. Its final report, containing a comprehensive and bold set of short- and long-term recommendations, was presented on November 14 to the Joint Legislative Committee. Titled *California's Workforce for the Year 2000: Improving Productivity by Expanding Opportunities for the Education and Training of Underserved Youth and Adults*, the report examines in depth the present and future skills needs of the California workforce and how the state's educational delivery system can be used and developed to provide the services needed. On the basis of its work, the Task Force has called for action by the legislature and governor that would: (a) promote awareness of the need for a greater state investment in literacy skills development; (b) provide leadership to government agencies, businesses, community groups, and families; and (c) produce a state master plan for workforce education and training. Among the specific recommendations are that the legislature should appoint a commission with a term of five years to prepare and implement the master plan... that the master plan should focus on policies for underserved adults and non-college bound youth in transition from school to work... and that the legislature should provide incentives to businesses to encourage them to invest at least one percent of their annual payroll for training non-managerial employ-

ees. The legislature has already begun work on a bill to create the commission. The full report is available for \$10 from Joint Publications, State Capitol, Box 942849, Sacramento, CA 94249-0001, (916) 445-4874. Background study papers to the report will be available from Joint Publications in the coming months.

Elsewhere In The States . . .

• In Arkansas, the Governor's Commission on Adult Literacy held its first annual statewide conference, "Taking Stock of Literacy," on October 18-19 in Hot Springs. The purpose of the meeting, which was attended by both the education and business communities, was to review accomplishments and problems during the past year and plan strategies for the year to come. In his opening address, Governor Bill Clinton commented that 52 companies in Arkansas now operate employee basic skills programs, serving some 3,500 employees. He said that the Commission's goal was to enroll 100,000 people by 1994. In conjunction with the conference, the Governor's Commission has published *Arkansas Action Plan for Adult Literacy Enhancement: Status Report, May 1990*, and an annual report for the year ending June 30, 1990. The reports are available free from Larry Cooper, Executive Director, Governor's Commission on Adult Literacy, 1111 West Capitol Avenue, Little Rock, AR 72201, (501) 373-1504.

New Center For Adult Literacy Funded At University Of Pennsylvania

On the basis of a national competition involving seven contenders, the U.S. Departments of Education, Health and Human Services, and Labor have joined in awarding a 5-year grant of \$10.2 million to the University of Pennsylvania for a new Center for Adult Literacy. The Center, which began operation on November 1st under the direction of Daniel Wagner, will undertake a national research, technical assistance, and information dissemination project. The project aims broadly to advance understanding of adult illiteracy and help public and private organizations make better use of what is known about effective practice. A major focus of the effort will be on addressing the gaps in current research. For more information contact Daniel Wagner, Director, Center for Adult Literacy, Graduate School of Education, University of Pennsylvania, 3700 Walnut Street, Philadelphia, PA 19104-6216, (215) 898-1925.

**WE DELIVER,
WE DELIVER...**



**UNITED STATES
POSTAL SERVICE**

Imagine a postmaster general only 7 years old, and correspondents, mail recipients, sorters, and carriers who are even younger. And then imagine mail that is always delivered on time to the right address. This characterizes WEE Deliver, a highly successful collaboration between the North Lakeland post office in Florida and the North Lakeland Elementary School.

Imagine further an adult literacy initiative involving community colleges, local post offices, and postal employees serving as tutors. Such a program, the North Carolina Adult Literacy Project, exists in several locations around the state in an effort of the Greensboro Postal Division.

Last March, inspired by these two pilot programs, the U.S. Postmaster General announced a new "Stamp Out Illiteracy" campaign. While the undertaking does not yet have a complete agenda or timetable, the two projects just touched on have already been tried and tested by the Postal Service and, on the recommendation of the campaign's national advisory board, are now being advanced for use by post offices and education organizations across the country.

In North Lakeland, the elementary school, with help from the post office, set up a facsimile Indian Postal System patterned after a real post office. The entire school was divided into four make-believe towns. The students made up street names for each town, unused zip codes were assigned to the towns, and each desk became a specific street address. The school published an address directory and a glossary of postal terms, at different levels of difficulty to accommodate each grade level, and nine rotating postal jobs were created for the "system." The students designed and built post office boxes resembling those commonly seen throughout the country and they

all learned how to fill out forms, take a job test, pass an interview for each position, and perform the jobs. As the program progressed, they would learn to read by doing, and along the way discover the internal workings of a national institution that is a regular part of their lives. According to school personnel, these results were achieved and then some. Moreover, follow-up testing by the school shows that the children's communications skills jumped by as much as 3 percent.

The adult program of the Greensboro Postal Division was piloted in five postal regions in North Carolina. The post offices there serve as a source of space, tutors, and recruitment, as well as a community information clearinghouse. The basic skills program was designed by the North Carolina Community College Association, and in each of the five locations a local community college operates the program and supervises the postal service tutors. Classes are given to groups of 15 adults on average, over a period of 11 weeks, 3 nights a week.

Videotapes of the two pilot efforts were produced recently as a way to help disseminate information about the programs. Already, there have been more than 1000 requests for information about WEE Deliver, and postal officials predict that both programs will be in widespread use around the country over the next year or two.

Meanwhile, the U.S. Postal Service is considering future activities for its campaign. And as part of the effort it is beginning to examine the basic skills and language needs of its own workforce and to offer some experimental programs for them.

Considering that there are 40,000 post offices in the U.S. . . . that the postal service workforce is 760,000 strong . . . that 70 percent of every American household uses the services of a post office at least once a month . . . and that the written word is at the very heart of the postal enterprise, the postal system is a logical ally in the battle against illiteracy and a natural source of volunteers and community partnerships.

(For more information on the campaign or a copy of the free video on WEE Deliver, contact Al Eichner, Director, Office of Publications and Communications Support, U.S. Postal Service, Room 5116, 475 L'Enfant Plaza SW, Washington, DC 20260-3110, 202-268-2147. For more information or the free video on the North Carolina Adult Literacy Project, contact Bill Brown, Literacy Coordinator, Greensboro Postal Division, PO Box 27499, Greensboro, NC 27420-9641, 919-668-1235.)

WELFARE TO WORK

(Cont'd from p. 1)

The Role Of Random Assignment

Rockefeller's findings are the result of random assignment testing, the most rigorous technique known for measuring the effect of a specific program. Random assignment, which requires the use of experimental and control groups, has long been the standard classical tool for evaluation in scientific and medical research, and over the last two decades it has come into increasing use in educational and social settings to inform government policymaking. More than 25 years ago, for example, random assignment was used to show that children who watched Sesame Street learned more than those who didn't (which led in turn to increased public and private funding for the program). And the U.S. Congress and several federal departments have begun to use the tool to evaluate government social programs. But Rockefeller's study marks the first time that random assignment has been used in the field of adult literacy, and the first time it has been used to assess "deep skills training and intensive remediation for the welfare population." It can determine with accuracy and reliability, like no other means available, whether a program is achieving its goals.

When random assignment is used, persons are randomly assigned to two groups which are identical in all respects except that one group is permitted to participate in the new program (the participation or treatment group) and the other (the control group) is not. By monitoring the experiences of both groups, it is possible to accurately determine the benefits or effects of the program on those who participated in it, and the effect on those who didn't. Because all else is equal, outcome differences between the two groups provide irrefutable evidence as to the value or the effect of the program. When applied to several groups, as in the Rockefeller demonstration, the tool also yields clear evidence on the comparative outcomes.

[Note: Random assignment is not a method for everyday use. It is costly and difficult to administer, and it requires careful research design and the expertise of outside evaluators. It is a tool to use selectively, to test major assumptions of practice or programs thought to be typical of major policy directions. It is most sensibly used when policymakers are at a crossroads in decision-making and need the information yielded to determine where best to direct scarce resources.]

The Demonstration

Because a main purpose of the Rockefeller project was to reach people, especially minorities, generally not reached by government agencies, the groups it chose to work with were all community-based organizations. All are free of encrusted educational procedure. All by their nature are sensitive to the everyday needs and issues in peoples' lives. All are familiar with local employers in their communities. Applicants at each site were randomly divided into participant and control groups. Those in the participant groups were accepted into the Rockefeller programs, those in the control groups were not. The latter were free to seek training programs elsewhere, as they pleased.

For the research to yield valid results, conditions at all test sites had to be the same. All four CBOs served mainly minority populations, most of whom had never been married and lived alone with their children. Average incomes were close to the poverty level and most were dependent on public welfare. All had low levels of education and little work experience. About half were high school dropouts. All had a need for child care.

At each site the same cluster of comprehensive services was offered: basic education, job skills training, counseling, child care and other logistical support, job-search instruction, and job placement. No particular delivery model was prescribed, however. Each CBO followed its own path in accordance with its individual philosophy, history, and local resource constraints.

At the end of the first year after enrollment, evaluations were conducted by Mathematica Policy Research, Inc., an independent social policy research organization. The evaluations covered a total of nearly 4,000 women in both the participant and control groups. The median length of program participation had been five to seven months, varying with the sites. Two basic areas were examined — the impact of the program on its enrollees compared to women in the control groups (one third of whom, it turned out, had pursued other types of training), and the impact of the four programs compared with each other.

CET: The Frontrunner By Far

CET emerged far out in front in both cuts of the evaluation (and follow-up evaluation in process now confirms the earlier findings). It had produced a far higher proportion of women, 10 percent more than the control group (and nearly 50 percent of the program participants), who were working, and earning more as well. On average, their earnings came to \$416 a month compared with \$283 for the control group members, a difference of 47 percent. Moreover, their hourly wages were 72 cents more on average, or 14 percent higher.

CET also outdistanced the other three programs. There the impact on employment and earnings was close to zero. The women in those programs received a great deal of remedial education and services but they did not make it into job specific skills training



Photo by Jock MacDonald,
Courtesy of Rockefeller Foundation

or placement. Many were still in those training programs at the end of the first year.

Why the difference? Close analysis of the four programs revealed a single major aspect in which CET's program differed from the others: essentially, it was the form in which the training was delivered.

As this was the only difference, here was the irrefutable evidence for CET's quick and positive results.

According to the evaluators, the key successful features that distinguished CET from its sister programs (and from most traditional school-based models of service) are these:

No Tests. Usually, programs begin with standardized entry tests to screen and sort applicants. CET gives no tests. After a brief exposure to a choice of occupations for known jobs in the local labor market, new students quickly begin hands-on technical training.

No Waiting. Usually, trainees are restricted to scheduled courses of fixed length. CET programs are open entry and open exit, and students are released from study as soon as they can be placed in a job.

Integrated Instruction. Ordinarily, providers follow the sequential pattern of traditional schooling: testing, assigning students to remedial courses, and when a certain level of academic achievement is attained, permitting them to progress to job training. At CET, instruction in basic skills and job skills are intertwined from day one. Say a student chooses to prepare for warehousing work, where jobs involve shipping, receiving, and record-keeping. She begins by learning how to operate forklift equipment and is then introduced to the terminology of the job. This is followed by an assessment period. Here, both student and program assess each other. The student's ability to absorb the material is evaluated by her job trainer and counselor who develop an "employability training plan." This sketches the path of learning needed and the material to be mastered.

In a companion classroom next to the machine shop, occupationally-relevant materials are housed: forms for shipping and receiving, bills of lading, stock inventory forms, and the like. This is where students learn reading, computation, communication, and other job-related skills, fitting the classroom study in between stints on the machines. High school diploma programs are offered and delivered on the premises as well, in the same mode as the basic skills services. Most important at both levels is the opportunity for quick hands-on experience. Learning the technical skill immediately brings the vision of a real job that much closer.

[Note: Some argue that society requires a labor force with higher order thinking and reasoning skills, so that workers can adapt to the increasingly complex demands of today's jobs. To this, CET replies that for its students, training and placement in a job is the crucial first step. It so raises their self-esteem and sense of accomplishment that it is a motivator for more education.]

Ties To The Labor Market. CET trains only for jobs that are in demand. The occupational skills taught are continually examined for their potential, with training streams opened and ended accordingly. The Center keeps current on labor market needs through an industrial advisory board comprised of local business representatives. Its own instructors are technicians with industrial experience. But local

businesses also loan their technicians, stationing them at CET for 6 to 12 months to ensure that technical training is up to date. The ties to local business also function as a de facto job placement network.

Child Care. The care of young children is expensive and hard to find, a crucial issue for female heads of households. CET operates a Montessori child care center on site and was the major child care provider for most of its students. (One other demonstration program also provided on-site child care and all provided some degree of child-care subsidy.)

One Stop Service. Usually, already-trained students are taxed by having to travel from one agency to another for the cluster of diverse services needed to carry them through the school-to-training-to-job progression. At CET, comprehensive services are offered under one roof, with a heavy emphasis on personal counseling. "The fact that people have all these difficulties — legal problems and family disorganization problems — these are legacies of poverty," says Russel Tershly. "So skills training has to be combined with human services and human development. It has to be a holistic approach or it won't work."

Rockefeller cautions that the results of its project must be treated judiciously. The approach would need to be tested in other places with other populations to know whether it is equally effective for groups with other characteristics. But the project sends a clear signal that non-sequential, integrated programs work better in improving the economic and job prospects of hard-to-reach populations, certainly those dependent on welfare. It also puts into question whether the right kinds of measures are presently being used by funders and policymakers to direct program resources.

"What we've got here," says Phoebe Cottingham, assistant director of Rockefeller's Equal Opportunity Division, "is bad news, good news. The bad news is that the dominant strategy across the board, sending people back to school or to traditional schooling to improve their academic skills, does not seem to do much for people who have long left school and want and need jobs immediately. The good news is that there is a practical, holistic solution, sensitive to the person but also keyed to the economy and the labor market, which would make sense for a lot of people, and for businesses and the government too. The next challenge is to get people to think about what they should be doing differently."

CET, incidentally, was started in a church in 1967. While its base is now San Jose, where it operates from its own headquarters in a former junior high school, it has spread to six western states where it operates 30 different training centers. It has a budget of \$17 million derived from government grants and corporate donations. Its track record as an effective manpower training model has attracted the interest of the World Bank which wants to export its programs to third world countries. CET is currently preparing to establish a center in Belize, Central America.

(A series of detailed reports on the Rockefeller project, titled *Into the Working World*, are available at no charge from the Rockefeller Foundation. Also available are two videotapes which explain the project. To obtain the materials write to Julie Bauer, Equal Opportunity Program, Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036.)

TOOLS OF THE TRADE

General Policy, Planning, & Research

1 **America's Challenge: Accelerating Academic Achievement. A Summary of Findings from 20 Years of NAEP**, prepared by Educational Testing Service under a grant from the National Center for Education Statistics, examines current levels of student achievement in reading, writing, mathematics, history, civics, geography, and thinking skills in relation to levels of achievement over the past 20 years. The findings indicate that achievement levels are far too low; that the percentage of students who can reason effectively has declined; and that the performance gap between white and minority students, while reduced, is still unacceptably wide. Available for \$12 from National Assessment of Educational Progress, PO Box 6710, Princeton, NJ 08541, (800) 223-0267.

2 **Challenging Adult Illiteracy: Reading and Writing Disabilities in the British Army**, by Colin Stevenson, reports the findings of research on participants in the British army's School of Preliminary Education. It identifies factors leading to poor reading skills and examines the effectiveness of the School's "teaching alphabet method" approach. For information and ordering instructions contact Teachers College Press, PO Box 2032, Colchester, VT 05449, (800) 445-6638, or within Vermont (802) 878-0338.

3 **Literacy for Social Change**, by Lynn Curtis, with a foreword by Hanna Fingeret, discusses the political and social implications of various literacy definitions, advocates a definition that reflects the realities and needs of underserved groups in the population, and argues for the development of "integrative" programs of instruction designed to enable the disenfranchised to take charge of their own lives and become effective social agents. The 144-page book makes its case by describing such literacy programs in many countries. Available for \$10.50 from New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210, (800) 448-8878.

4 **The Right to Literacy**, edited by Andrea Lunsford, Helene Moglen, and James Stevin, is a collection of essays by scholars, educators, literacy practitioners, and others concerned about adult illiteracy. The publication grew out of the 1988 Right to Literacy Conference of the Modern Language Association of America. It explores the multi-dimensional nature of literacy in modern life, the different ways of understanding and discussing literacy, and various ways that teachers and students can work together to achieve it. Available prepaid for \$19.50 (paperback) or \$39.50 (hardcover) from The Modern Language Association, 10 Astor Place, New York, NY 10003, (212) 614-6383.

5 Three new publications from the National Governors' Association may be of interest to those working with state governments. A Governor's Guide to the Family Support Act: Challenges and Opportunities, by Linda McCart, examines the complex provisions of the Family Support Act and gives guidance on how to navigate and interpret them. It focuses on the Act's education provisions... reviews the current status of planning among the

states... explains the financial provisions... and gives advice on how to develop collaboration among human service, education, employment and training, and other entities that will have to work together to advance the Act's educational purposes. **Educating America: State Strategies for Achieving the National Education Goals** presents strategies and a framework for meeting the goals adopted by the President and the nation's governors at the Education Summit last year. Among the many recommendations are to create a coherent system of adult education and training, to promote more self-directed and experiential learning, to establish professional staff development programs, and to work toward defined standards of accountability. **Meeting the Goal of a Literate America: The State Response**, edited by Robert Silvanik, contains 10 essays by prominent literacy researchers. The primary purpose of the work is to suggest to governors and state governments strategies for planning and implementing literacy programs. Each publication is \$15 prepaid from NGA Publications, 444 North Capitol Street, Suite 250, Washington, DC 20001-1572, (202) 624-5300.

Workforce & Workplace Literacy

6 **An Annotated Bibliography of Research on Basic Skills in the Workforce and Related Issues**, compiled by Lauren Vicary for the Project On Adult Literacy of the Southport Institute for Policy Analysis, is a 91-page paper of annotated research materials. It will be especially useful to scholars and researchers looking in depth at workforce and workplace basic skills issues. Available for \$25 prepaid from the Southport Institute for Policy Analysis, 440 First Street NW, Suite 415, Washington, DC 20001, (202) 783-7058.

7 Three recent NCEE Briefs deal with issues related to workforce literacy: **Employer-Sponsored Training: Current Status, Future Possibilities** (#4, November 1989), by Roger Vaughan and Sue Berryman, summarizes papers and discussions presented at a conference on employer-sponsored training. It examines which employees do and do not receive training, looks at the benefits of training to both employers and employees, and outlines related policy issues. **Technological Change, Trade, and the Need for Educated Employees: Implications for Economic Policy** (#5, November 1989) is by Ann Bartel, Frank Lichtenberg, and Roger Vaughan. It analyzes recent research to show how technological change affects the kinds of employees needed by American businesses and the impact of such changes on international trade. **The Changing Occupational Structure** (#7, January 1990), by Thomas Bailey, attempts to resolve an apparent conflict in recent research, one line indicating that large numbers of low-skilled jobs requiring low education levels will be added to the economy over the next decade and the other showing that low-skilled jobs will decline with higher and higher educational attainment levels needed. NCEE's analysis shows the latter to be true, and concludes further that changes requiring higher education are taking place in all jobs at all levels. For free copies of the Briefs send a stamped, self-addressed envelope to the National Center on Education and Employment, Box 174, Teachers College, Columbia University, New York, NY 10027, (212) 678-3091. (The full-length paper from which *The Changing Occupational Structure* was drawn is available from NCEE for \$5.)

(Cont'd on p. 8)

TOOLS OF THE TRADE

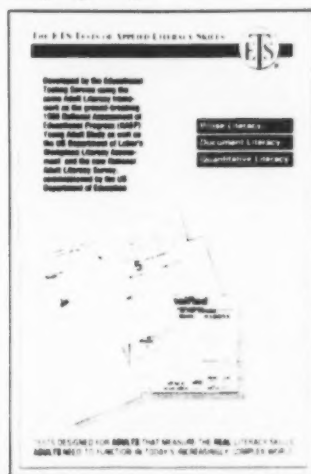
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General Program And Curriculum Development

8 Two books from Teachers College Press will be useful to literacy teachers and program administrators. *The Complete Theory-to-Practice Handbook of Adult Literacy: Curriculum Design and Teaching Approaches* (\$17.95) by Rena Soifer, Martha Irwin, Barbara Crumrine, Emo Honzaki, Blair Simmons, and Deborah Young, offers guidance in the use of the whole-language approach with adult learners and contains lessons and strategies the authors have used successfully with students. *Teaching and Learning Basic Skills: A Guide for Adult Basic Education and Developmental Education Programs* (\$16.95), by Mark Rossman, Elizabeth Fisk, and Janet Roehl, describes characteristics of students in ABE and developmental education programs and presents strategies for teaching and evaluation in both settings. Contact Teachers College Press, PO Box 2032, Colchester, VT 05449, (800) 445-6638 or (802) 878-0338 in Vermont.

9 *Small Group Tutoring: A Collaborative Approach for Literacy Instruction*, by Judy Cheatham and V. K. Lawson for Literacy Volunteers of America, is a training program comprised of a videocassette, a handbook, and a tutor's guide. The materials teach potential tutors how to organize and conduct collaborative small group tutoring sessions based on students' needs and interests. The videocassette presents segments of actual sessions with one group of learners. For information and prices, request a catalog from Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214.

And Highlighting . . .



10 One of the questions most often asked of BCEL is what testing and assessment tools to use in general and workplace literacy settings. The CASAS, TABE, and ABLE are three of the most widely used, but now, in a significant breakthrough, the ETS Tests of Applied Literacy Skills have been released by the Educational Testing

Service and are available from Simon & Schuster Workplace Resources. The tests draw on experience gained in the NAEP assessment of 21- to 25-year olds. They are designed for pre-testing and post-testing and measure both proficiency and progress in general and workplace literacy settings. They assess functional skills that adults use in everyday life and work—in prose, document, and quantitative literacy—and are free of all grade-level comparisons. There are no multiple choice questions; instead, the test takers write short answers or underline or circle information. The *Prose Literacy* test measures the ability to read and interpret materials such as newspaper articles and books. The *Document Literacy* test measures the ability to use information from maps, charts, forms, and the like. The *Quantitative Literacy* test measures the ability to use arithmetical operations to interpret and use numeric information found in such materials as sales ads. Each test in the series can be given in 40 minutes and scored in five minutes by clerical-level staff. The tests are available in two forms (which contain different test items but measure the same thing) and in various configurations in each of the three test areas. Prices range from \$5.25 to \$118.15 depending on which configuration is purchased. Also available is an *Administration and Scoring Manual* (\$15) and a *Tech-*

nical Manual (\$15). Order from Simon & Schuster Workplace Resources, PO Box 1230, Westwood, NJ 07675-9855, (800) 223-2336, or for new accounts (800) 223-2348.

11 *Measures for Adult Literacy Programs* is a guide prepared by Greg Jackson for the Association of Community Based Education with funding from The MacArthur Foundation. The 200-page book reviews 63 different commercial testing and assessment instruments in use in adult literacy and adult education programs, describing for each its characteristics, author, purpose, administration, reliability, validity, availability, price and source from which available, and its strengths and weaknesses. The tests included measure reading, math, writing, oral English proficiency, affective program outcomes, and critical thinking skills. The guide can be used to select a testing instrument for a specific setting or purpose, as a source of ideas for designing alternate testing approaches, or as a starting point for research on the subject. Jointly published by ACBE and the ERIC Clearinghouse on Tests, Measurement, and Evaluation, the publication is available for \$19.50 plus \$5 for shipping and handling from ERIC Clearinghouse, 3333 K Street NW, Suite 200, Washington, DC 20007 (ISBN 0-89785-218-4).

CORPORATE LITERACY ACTION

Allison Transmission Provides Skills Upgrading To Employees

Allison Transmission Division of General Motors, located in Indianapolis, manufactures transmissions for medium and heavy duty vehicles such as school buses and tanks. Its workforce of 6,000 people, with an average age of 43, was largely hired before higher basic skills were required for the new high-tech equipment and procedures adopted by the company. In 1987, recognizing the need to upgrade the skills of many employees, the company's human resource department worked out an interim arrangement with the Wayne Township Adult Basic Education Center in which employees needing basic skills help were identified and referred to suitable programs of instruction. Last April, having gained the support of management and labor, the program was brought on site. Staff from the Township Center now teach the course. Currently 60 employees are enrolled, and others are on a waiting list for admission. Each teacher is assigned to just three students, which accounts for the relatively small enrollment at any one time. The curriculum is built around materials actually used on the job. Classes are held twice a week over a 17-week period and given at the beginning or end of a shift. Employees are

paid for time spent in class. According to Marcia Bumb, Allison's human resource manager, the company has spent over \$250,000 on its basic skills program to date, including funds from the UAW and General Motors. In addition to its basic skills effort, Allison recently began an on-site program that will prepare employees to earn a high school diploma, thereby becoming eligible for advanced training in technology. For more information contact Marcia Bumb, Manager, Human Resources, Allison Transmission Division of General Motors, PO Box 984, Indianapolis, IN 46206-0894, (317) 242-2816.

South Cove Manor Offers Workplace Program

As in many nursing homes around the country, the majority of support staff at the South Cove Manor Nursing Home in Boston's Chinatown consists of recent immigrants and non-English speakers who are either underemployed or unable to do their jobs well because of poor language skills. Not surprisingly, the turnover rate among such employees is very high. More than three years ago South Cove decided to address its employee skills problem, and with a U.S. Department of Education grant it joined with the Chinese American Civic Association to offer an on-site program of job-linked ESL instruction and career advancement workshops. The Chinese American Civic Association, a community-based

organization which provides education and other services to the Chinatown area, designed the program and provides the instruction. South Cove donates space for classes and gives employees released time to participate. The employees have regular input into the program's operation and are actively involved in recruitment, curriculum development, and management activities. Participation is voluntary and so far more than 150 employees have completed the program. Plans are presently being developed to establish the program permanently. For more information contact Lynne Barsky, Skills Program Coordinator, Chinese American Civic Association, 90 Tyler Street, Boston, MA 02111, (617) 426-8673.

NAB & Simon & Schuster Join Forces

Simon & Schuster Workplace Resources and the National Alliance of Business are working together to help businesses implement effective workplace skills programs. Simon & Schuster, the nation's main publisher of functional context literacy tests and how-to guides for workplace programs, has taken the first step by publishing a new training manual, *Literacy At Work: the Workbook for Program Developers*. The manual was written by Jorie Philippi of Performance Plus Learning Consultants, a national technical assistance organization expert in designing workplace literacy programs. For its part, NAB plans to offer training seminars and curriculum writing institutes to help literacy professionals and corporate personnel better understand the functional context approach and to learn to use the manual to implement programs. The manual is available for \$200 from Simon & Schuster Workplace Resources, PO Box 1230, Westwood, NJ 07675-9855, 800-223-2336. For more information on NAB's plans contact Brenda Bell, Director, Business Services, National Alliance of Business, 1201 New York Avenue NW, Washington, DC 20005, (202) 289-2888.

Literacy A Priority At Marriott

The Marriott Corporation's Food & Services Management Division has selected workplace literacy as a 1991 priority. As a first step, a job-related literacy program will be piloted at the Marriott's headquarters in Bethesda, Maryland, beginning this Spring. Montgomery Community College will provide on-site basic skills instruction to some 150 food service and facilities management personnel. Classes will be small and offered around shift times. The College is working

now with Marriott and the American Association of Community and Junior Colleges to plan the program and curriculum. It is hoped that the model will eventually serve as a basis for additional partnerships between Marriott managers and community colleges at the local level. For more information contact Virginia Rebata, Manager, EEO/AA & Special Programs, Food & Services Management Division, Marriott Corporation, 1 Marriott Drive, Department 819.61, Washington, DC 20058, (301) 380-8765.

Time Warner Helps Launch Challenge 2000

Challenge 2000, a coalition of corporate and community organizations in central Ohio, was kicked off at a breakfast in Columbus in September. Its goal is to raise some \$2 million a year in cash and services for literacy programs in the area. Time Warner executive committee chairman, Dick Munro, was the featured guest speaker on a panel including Mayor Dana Rinehart, local Chamber of Commerce President Jonathan York, and Warner Cable's President James Gray (who chairs Challenge 2000). Some 36 Challenge members have already pledged \$1,000 annually, and 16 including Warner Cable have pledged \$5,000 or more. Warner Cable's Columbus facility made an initial \$23,000 donation to plan the campaign. For more information contact Susan Ettl, Manager, Corporate Public Relations, Warner Cable, 400 Metro Place North, Dublin, OH 43017, (614) 792-7408, or Edie Poling, Literacy Initiative of Central Ohio, 90 West Broad, Columbus, OH 43215, (614) 228-8813.

Little Rock Municipal Water Works

The Municipal Water Works in Little Rock, Arkansas is working to address the basic skills needs of its employees in cooperation with the Literacy Council of Pulaski County. Early last year, Water Works sponsored a week of intensive training in which Jorie Philippi of Performance Plus Learning Consultants was brought in to help the two groups design curriculum and instructional materials to enable Water Works' employees to pass the Commercial Drivers' License Exam. The result was a 32-hour course taught by the Literacy Council over an 8-week period. Given in the Spring of 1990, the course had an enrollment of 25 employees and reportedly produced an average basic skills gain of 14 percent. The City of Little Rock was impressed with the program and last fall granted \$36,000 to enable the

Literacy Council to extend it to drivers in the city's Fleet Services, Parks and Recreation, and Sanitation and Street Operations divisions. The Arkansas Adult Education Division contributed an additional \$7,500 to the undertaking. Moreover, with funding from the Mississippi Literacy Foundation, the Council is now developing the new curriculum for national dissemination. In addition, later this year Water Works will broaden its scope by providing a job-linked literacy program geared to such tasks as keeping valve record logs and using grid maps. For more information contact Bo Montgomery, Director, Literacy Council of Pulaski County, 110 West 13th Street, Little Rock, AR 72202, (501) 375-READ.

AIB's Performance 2000

The American Institute of Banking (AIB) has launched a new workplace training program for bank tellers, called Performance 2000. Marginally qualified entry-level applicants are receiving functional context teller training at seven sites around the country (two in New York and one each in Colorado, Missouri, Texas, New Jersey, and the District of Columbia). New hires are being given both job-linked and general basic skills instruction, with head tellers serving as "performance coaches." In addition to preparing entry-level personnel for effective job performance, the program hopes to show that the new training approach produces better results than traditional training programs. To this end, the project has a detailed evaluation component built in, and the results will be known by mid-1991. AIB's project is the first of four workplace programs to be carried out under the sponsorship of the National Alliance of Business with U.S. Department of Labor funding. (The other projects will be at Motorola, Southern Maine Technical College, and an institution yet to be named.) For more information contact Bill Browning, Manager, Research and Education, AIB, American Bankers Association, 1120 Connecticut Avenue NW, Washington, DC 20036, (202) 663-5390.

Sylvan Learning Moves Into Work Place

Sylvan Learning Corporation, based in Montgomery, Alabama, and founded in 1978, is a network of some 500 learning centers which provides remedial education services to schools, businesses, correctional institutions, welfare recipients, and others

(Cont'd on p. 10)

CORPORATE LITERACY ACTION

(Cont'd from p. 9)

in the U.S., Canada, and Guam. Its adult programs are offered through its Continuing Adult Education Division with input from an advisory board chaired by former Secretary of Education Terrel Bell. Recently, Sylvan decided to extend its adult services to include the design and operation of work-site basic skills and high school diploma programs. Working with a small group of companies initially, a prototype model is being developed that can be customized to meet the differing needs and goals of each work environment. The Russell Corporation of Alexander City, Alabama, a leading manufacturer of athletic sportswear which employs several thousand people in the Southeast, is one of those companies. Last year, Sylvan carried out a 6-month pilot project involving 30 employees in Russell's Montgomery plant. (Although the program could only accommodate 30 people, 160 of the plant's 280 employees actually signed up for it!) Russell rented a nearby building to provide classroom space and Sylvan offered self-paced, individualized instruction twice a week in basic reading, math, writing, and high school diploma preparation. Russell's goals were not only to elevate employee basic skills levels, but to bring about improved attendance, work habits, productivity, decision-making, and morale. The program is being evaluated now to see if the goals were reached and if the program should be continued and perhaps expanded to other Russell sites. For more information contact Becky Dunn, Personnel Manager, Russell Corporation, PO Box 272, Alexander City, AL 35010, (205) 329-4627, or David Marshall, Director, National Accounts, Sylvan Learning Corporation, 2400 Presidents Drive, PO Box 5605, Montgomery, AL 36103, (205) 277-7720.

7-Eleven Proceeds Apace

In late 1989, 7-Eleven, a division of the Southland Corporation, launched a "People Who Read Achieve" campaign in its stores in Maryland, Washington, and Virginia. One component of the program consisted of newspaper ads and radio spots in which people were advised that for every 20-ounce cup of coffee bought during the month of November 1989 in participating stores a percentage of the proceeds would go into a special literacy grant fund. The result of this month-long appeal was a luncheon held in

May 1990 in Washington at which grants totaling \$58,000 were awarded to 46 literacy organizations in the tri-state area. For the 1990 Christmas season, 7-Eleven, this time together with Pepsi, invited its customers to donate one dollar to the fund. In exchange, donors received 7-Eleven and Pepsi coupons worth more than \$3 and had their names placed on special holiday decorations hung in their participating stores. The funds raised will be awarded to area literacy organizations early this year. 7-Eleven has also just completed a "Back to School Reading Project" for children and is engaged in other projects to increase awareness and help advance literacy. For its own employees, a number of 7-Eleven stores are providing entry-level workers with ESL classes at several sites around the country. Recently, the company formed a partnership with the Association of Community and Junior Colleges to identify community college literacy resources available to 7-Eleven stores. For more information contact Kathleen Callahan-Guion, General Manager, Capitol Division, 7-Eleven Stores, 5300 Shawnee Road, Alexandria, VA 22312, (703) 642-0711.

The Greater Hartford Alliance

Eight corporations in Hartford have joined with the Greater Hartford Community College to form the Greater Hartford Alliance for Literacy: Aetna Life and Casualty, CIGNA, Connecticut Bank and Trust, Connecticut National Bank, Ensign-Bickford Industries, the Hartford Insurance Group, the Travelers, and Pratt and Whitney. The group is providing on-site basic skills instruction to some 360 entry-level employees, and another 230 unemployed Hartford residents are being trained as entry-level employees for the companies. Federal funds of \$380,000 have been granted for the effort, with more than \$255,000 being added to the till by the corporate partners and additional funding provided by the State Department of Labor. The Community College developed and is overseeing the educational program, which began operating late last year and will run in 12-week cycles throughout 1991. Unemployed persons who finish the program will be awarded a certificate of completion which the companies will accept as proof of employability. For more information contact Ruth Howell, Director, Workplace Literacy Program, Greater Hartford Community College, 61 Woodland Street, Hartford, CT 06105, (203) 520-7849.

NAPL Releasing WorkPLACE Program For Graphic And Print Groups

Past issues of the BCEL Newsletter have discussed the emerging Carl Didde WorkPLACE Program of the National Association of Printers and Lithographers. At its national conference in September, NAPL announced the release of initial segments of its new program, which were developed in consultation with Linda Stoker of the Center for Essential Workplace Skills and several local graphic and print organizations. The Carl Didde program is the first industry-wide workplace program developed for manufacturing and second only to banking in taking a wholesale industry-wide approach. The segments currently available from NAPL are the *Manager's Sourcebook*, the *WorkPLACE Skills Inventory and Administrator's Manual*, and the *On-The-Job Math Computations Course*. NAPL indicates that three more segments will be released during 1991: the *WorkPLACE Communications Course* (April), the *Graphic Arts Process Course* (July), and the *Critical Thinking & Problem-Solving Course* (December). An English as a Second Language course should be available in 1992. To help graphic arts groups implement its new program, NAPL established an information hotline (800-258-7323) in October and early this year it expects to have on tap a database of instructors qualified to help with implementation on a local level. For more information on the program or to order the *Skills Inventory*, contact Susan Reif, WorkPLACE Program Manager, NAPL Communications, 780 Palisade Avenue, Teaneck, NJ 07666, 800-258-7323 or (201) 342-0707. To order the other material call the NAPL Customer Service hotline at 800-642-NAPL.



WHAT OTHER COMPANIES ARE DOING

GRANTS & IN-KIND HELP

ABC-TV's "Head of the Class" donated \$10,000 to the National Coalition for Literacy in October in celebration of the sitcom's 100th episode.

Alabama Power Company, Russell Corporation, and **South Central Bell** sponsored the October 1990 workplace basic skills conference of the Alabama Literacy Coalition.

Alaska Railroad Corporation, The ARCO Foundation, BP Exploration, and the **Downtown Anchorage Rotary Club** granted more than \$8,000 to the Anchorage Literacy Project in mid-1990 for tutor training activities, the purchase of curricular materials, and books for adult new readers.

The **Allstate Foundation, American Medical Association, Amoco, Beatrice Foundation, Chicago Tribune Charities, Centel Corporation, Illinois Bell-Ameritech, Kraft General Foods,** and **Walgreens** were among the 18 funders of Literacy Volunteers of Illinois in 1990.

Apple Computers, Inc. last year donated computer equipment valued at \$250,000 to the National Center for Family Literacy to enable the Center to introduce computer technology into several of its instructional programs.

Apple Savings Bank, Astoria Federal Savings Bank, Bayside Federal, Canon USA, Konica Imaging, Manufacturers Hanover, North Shore Oil, Patterson Fuel Oil Company, Roslyn Savings Bank, and **Stevenson Printing Company** were among 17 business supporters of the Project Literacy/Outreach program of the Family Service Association of Nassau County (NY) in 1990.

The **ARCO Foundation** granted \$50,000 last year to enable the Anchorage Literacy Project to acquire space to accommodate an IBM PALS computer lab.

Bell Atlantic will provide \$295,000 in funding this year for the second round of the Bell Atlantic/American Library Association Family Literacy Project being carried out in the mid-Atlantic region. A portion of the funds will be regranted to the literacy projects of 20-25 libraries. Some \$67,000 will go for activities to make the program transferable to other regions of the country.

Coca-Cola Enterprises, JCPenney & Company, Steck-Vaughn Publishing Company, and **Trammell Crow Company** were recent supporters of the Austin-based Literacy Volunteers of Texas.

Detroit Edison-Macomb Division, Don Brown & Associates, Macmillan Press, Scholastic Books, and **Waldenbooks**, have recently provided funds and donated books to Macomb Literacy Project's new program for homeless people in MI. Clemens, MI.

Houghton Mifflin Company is one of several corporate sponsors of The Discovery Series, the new television and video-based adult literacy instructional program about to be piloted by We The People/USA (see News in Brief, BCEL Newsletter of 10/90). The company will also publish a new adult reader's version of E.D. Hirsch, Jr.'s *A First Dictionary of Cultural Literacy*. **IBM Corporation** will give some \$200,000 worth of computers and technical assistance to the Series.

The **Knoxville (TN) News Sentinel Company** underwrote publication of a report by the Center for Literacy Studies of the University of Tennessee on the results of two workshops held in the Spring of 1990 to explore group methods of instruction. (Call 615-974-4109 for details on how to get a copy of the report, called *A TEACHER IN A DIFFERENT WAY: Group Literacy Instruction in Tennessee*.)

The **Modern Woodmen of America** last year hosted a two-day Bingo Benefit for Literacy Volunteers of Metowee/Northshire in Manchester, VT. Woodmen matched the first \$1,000 raised in the games.

Pepsi-Cola recently granted \$2,000 to the West Virginia Adult Literacy Coalition. The Coalition will use the grant to give Pepsi-Cola Achievement Awards to outstanding adult literacy students in the state.

The **Seattle Times**, through its annual corporate spelling bees, has so far raised \$25,000 for Washington Literacy, a statewide literacy organization. The Times recently offered a how-to brochure to other companies interested in sponsoring such an event and as of November 5th had heard from nearly two dozen newspapers and other businesses. (For more details call 206-464-2346.)

U.S. West recently donated a dollar for each hour of work volunteered by one of its employees to the Portland Community College Volunteer Tutoring Program in Oregon.

Worcester (MA) Telegram & Gazette reporter Lynne Tolman raised funds for Literacy Volunteers of Greater Worcester by joining a team of bicycle riders which pedaled 1,600 miles from Maine to Florida in September and October. The event was coordinated by the League of American Wheelmen, a national network of bicycle enthusiasts. Riders raised a minimum of \$2,500 each in pledges for Wheelmen, but Ms. Tolman chose to give half of her contribution to Literacy Volunteers.

The following organizations are among the 1990 funders of the Business Council for Effective Literacy: **Alcoa, American Bicentennial Presidential Inaugural Commission, Annenberg Fund, AT&T, BellSouth, Billboard Publications, Chase Manhattan Bank, Chicago Tribune Charities, Chrysler, Control Data, CPC International, R.R. Donnelley & Sons, Dow Jones & Company, Edwards Brothers, Exxon Corporation, Ford Motor Company, Goodyear Tire & Rubber, D.C. Heath-Raytheon, Hearst Corporation, The Hewlett Foundation, Household International, IBM Corporation, Marcel Dekker, McGraw-Hill, Moore Business Forms, New York Life Insurance, New York Telephone, JCPenney, Petersen Publishing, Rand McNally Foundation, Steck-Vaughn, Tandy Corporation, Times Mirror, Time Warner, Wachtell Lipton Rosen & Katz, and Westvaco Corporation.**

PLANNING, AWARENESS, & RESEARCH

Amcore Bank, Chrysler Corporation, Pierce Chemical Company, and **Rockford MetroCentre** are represented on the board of directors of the Rockford Area Literacy Council in Illinois.

Baldor Electric CEO R.S. Boreham and **Peavey Electronics** President Melia Peavey discussed their companies' skills upgrading programs for entry-level workers at the annual meeting of the Southern Governors' Association in Natchez, MS in September.

Editor & Publisher, in its September 1, 1990 issue, carried a 3-page article by Carolyn Ebel Chandler, former head of the literacy project of the American Newspaper Publishers Association. The article considers adult reading gains actually achieved over the past few years as a result of newspaper awareness ads and concludes that the industry should turn away from promoting awareness and enrollments and report more on what actually happens in literacy classes.

General Mills, The Automobile Mechanics Union, The Amalgamated Clothing & Textile Workers Union, Nabisco, The United Electrical/Radio/Machine Workers of America, The Chicago Consortium for Worker

Education, and the **American Society for Training and Development** were among the sponsors of the Illinois Workforce Education Conference organized by the Illinois Literacy Resource Development Center last May.

The **Mississippi Press Association** sponsored a 12-week project last fall called "Look Around Mississippi and Learn," in which interesting facts about Mississippi (e.g. one out of five bananas eaten in the U.S. comes into the country through the State Port at Gulfport) were presented as reading material for children, adult learners, and newspaper readers in more than 60 papers around the state. The project was produced, written and coordinated by staff from the **Biloxi Sun Herald**.

Publishers Weekly, in its November 30, 1990 issue, carried an excellent feature article by Barbara Prete on the workplace literacy problem and the need for commercial publishers to take a different and more energetic role in developing adult literacy learning materials, especially for use in the workplace. The article concludes that the scale of workplace illiteracy offers major market opportunities for publishing houses that can offer new approaches.

Restaurants & Institutions, a food service trade magazine, carried a lengthy feature article on worker skills problems in its October 1990 issue. The article includes guidelines to the industry on how to start a workplace program and gives profiles of programs operated by Carmen's Pizzeria (IL), Roma Corporation (CA), Broadmoor Hotel (CO), and the University of Illinois.

The **Society for Human Resource Management** recently published "Understand the Illiteracy Problem," a guide for SHRM chapters interested in supporting local literacy efforts. The manual was written by staff from Push Literacy Action Now (PLAN), a community-based program in Washington, D.C.

Tampa Tribune reporters Lindsay Peterson and Patty Ryan received the International Reading Association's Print Media Award for 1990 for their series on illiteracy. The **Harrisonburg News-Record** received the Jeannie P. Baliles Award in Literacy last year from the Virginia Literacy Foundation for outstanding print media support. And **Macon Telegraph and News** publisher Edmund Olson was given the Georgia Adult Literacy Association's 1990 President's Award for his fundraising and leadership during 1989-90 on behalf of the Macon Literacy Action Plan.

U.S. West and **Coors Brewing Company** were represented on the planning committee for the Rocky Mountain workforce literacy conference held last fall in Denver. The event was sponsored by the U.S. Department of Labor.

EMPLOYEE BASIC SKILLS PROGRAMS

The **American Transportation Company, Baldor Electric, Catherine Footwear, Potlatch Corporation,** and **Riceland Foods** offer employee basic skills programs in Hot Springs, AR and other plant locations around the state. Baldor Electric also has programs at several Mississippi sites. The **Hilton** is one of several hotels in Hot Springs working with the Quapaw Vocational Technical School to provide basic skills services to its employees.

Clorox Corporation recently implemented a job-related basic skills program for its hourly workers in Chicago. The program is geared to new technology being introduced at the plant and is being operated by Imperial Corporate Training, a division of The Imperial Educational Corporation in Oak Lawn, IL. Imperial provides such educational services to other companies in the state.

Bausch & Lomb, Clairol, Cessna Aircraft, Digital Corporation, Furnas Electric, McDonald's, Nyack Hospital, and **Sheraton Hotel** are among several dozen companies around the country offering general tutoring programs to their employees in cooperation with local affiliate programs of Literacy Volunteers of America. ■

AVAILABLE FROM BCEL

• **INDEX TO BCEL NEWSLETTERS**, prepared by Marie Longyear, is a 20-page organization, title, and name index covering BCEL Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. It will be useful to readers who keep and use their newsletters as an ongoing reference tool. Supplements will be issued periodically. (\$2.00)

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a 54-page resource designed primarily for local literacy programs. Part I discusses the corporate-giving environment and forms of corporate giving. Part II gives step-by-step guidance on all aspects of corporate fundraising, from identifying companies to solicit, to proposal preparation and follow-up. Part III deals with forms of indirect corporate giving. (\$5.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers wishing to address the basic skills problems of their workforces. It provides detailed guidance on how to plan and implement an effective job-related basic skills program. (\$5.00)

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$2.00)

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.15 a copy thereafter.

• **Workforce/Workplace Literacy Packet** includes a selection of BCEL Newsletters, collected newspaper and magazine articles, and a reprint of the 1988 *Business Week* feature "HUMAN CAPITAL: The Decline of America's Workforce." (\$6.50, the packet; \$1.50 reprint only)

• In the U.S. and Canada, a subscription to the *BCEL Newsletter* is free; back issues are available at no cost for one copy and at \$1.00 a copy thereafter. Foreign subscriptions are 20 US dollars annually, prepaid; back issues are \$1.00 a copy. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.

• BCEL's *State Directory of Key Literacy Contacts* (1990-91 edition) is an aid for both the literacy and business communities. (\$5.00)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (1985) consists of two BCEL monographs (one by David Harman, the other by Donald McCune and Judith Alamprese) which assess the short- and long-term needs of the adult literacy field and give recommendations for public- and private-sector action. (\$10 the set)

• **PIONEERS & NEW FRONTIERS** (1985) is a BCEL monograph by Dianne Kangisser which assesses the role, potential, and limits of volunteers in combating adult illiteracy. (\$5.00)

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. Sales tax need not be added. Mailing is by the least expensive method.

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Business Council for Effective Literacy

1221 Avenue of the Americas - 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

CONSTRUCTION & BASIC SKILLS



Photo Courtesy of Home Builders Institute

A master carpenter installing new sealed panel windows made of lightweight material and a pulley system different from the kind he has always used cannot read two little tabs in the corner instructing that nails be inserted in a specific spot in relation to the pulley. Because he hammers the nails in the wrong place, they go through the casing and the windows will not open or shut. These new window systems cost several hundred dollars each, so it is an expensive mistake. A young carpenter who cannot measure precisely cuts a quantity of lumber too short. When the order is delivered it cannot be used, resulting in wasted material, time, and money. A subcontractor taking an order by phone for rounded edge cedar planks does not write it up properly. The builder receives square edge planks of a lower grade wood and rejects the order. Not only does the subcontractor lose a client, but the builder must pay his crew while awaiting new supplies from another company.

A young electrician cannot understand the instructions for grounding a pneumatic drill and gets an electric shock when he operates it; another worker can't follow directions for using new cleaning agents, inhales the fumes and becomes ill. Both workers have to go on sick leave. A small business supplier cannot estimate correctly and makes a job bid that is much too low. Although he wins the contract, he loses money on the deal. Workers receiving a delivery of appliances and doorframes cannot read the carton directions saying "this side up" and "stack upright." The items are stored improperly. Eventually the appliances break and the doorframes warp. The site superintendent of a residential building must also be a sales and public relations agent, walking potential clients through the site. She cannot make a correct "punch" list of repairs or deal with irate clients and the sale is lost.

As these examples indicate, the building and construction industry, like every other, has become more complex and technical. In the past, this was a field where a strong young man without much education could always get some kind of work, but with the introduction of labor saving devices such as ditch diggers, miniature loaders and graders, concrete pump and plaster machines, prefabricated window and floor units, and other new equipment and material, the need for unskilled labor has decreased substantially. Higher basic skills are now required at every level and the old "I can figure it out" approach will not suffice.

According to a recent report by the Home Builders Institute (*An Analysis of America's Construction Industry Work Force & Occupational Projections, 1990-1996**), a number of pressures and trends have converged to make basic skills education an urgent industry need. For example, two-thirds of workers in construction firms today have skills below those needed on their jobs. At the same time, with the growing demand for remodeling and building maintenance, today's workers need a broader range of skills than in the past. Moreover, construction work has relied heavily in the past on young male workers, and the pool of young people available for new hire is shrinking. To fill the gap, the industry will have to reach out more to minorities, older workers, and women. Furthermore, there is a trend in the industry toward subcontracting, with some 80 percent of all large volume builders now contracting out more than three quarters of their work.

The HBI report concludes that construction, especially residential, lags behind other industries in recognizing the need for basic skills programs. It cites a 1990 survey of construction executives by Towers Perrin and the Hudson Institute indicating that while senior managers at 65 percent of the companies express concern about impending skilled worker shortages, a full two-thirds of them spend less than \$2,000 a year on training entry-level workers. Indeed, a study carried out by the American Society for Training and Development in 1984 ranked construction next to last in per-employee

(Cont'd on p. 9)

*For a copy of *An Analysis of America's Construction Industry Work Force & Occupational Projections, 1990-1996*, call the Home Builders Institute at 800-368-5242.

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BCEL EDITORIAL

by **Harold W. McGraw, Jr.**
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

Unanimous House approval of H.R. 751 on March 19 has moved the National Literacy Act of 1991 one giant step forward. It is presently being "held at the desk" in the Senate. This version of the bill has its provisions for an external national institute intact and they are even somewhat improved, and it also has the Senate's endorsement. Indeed after the Senate marks up its new omnibus education bill, S.2, in mid-April, its literacy title is expected to be identical to the House bill. This literacy legislation is expected to easily pass the full Congress. The big question is one of timing. It is crucial that the Senate act on the bill well before June if it is to be included in the current appropriations cycle. Otherwise, there will be no funding for it next year.

As we understand it, the Senate has the option of picking up and advancing the "at the desk" House bill, but we gather that it prefers to advance its literacy legislation as Title III of the omnibus education bill. Whichever course is taken, we hope the Senate leadership will not allow passage of the literacy bill to be slowed down because of possible unresolved differences in S.2's other two titles. If S.2 cannot be moved immediately, BCEL and other national literacy organizations are urging that either the literacy title be pulled out and moved promptly on its own, or that the House bill be picked up and acted on instead.

This is no time to take anything for granted, so I hope the business and literacy communities will let key Senate leaders, especially Senators Mitchell and Kennedy, know just how important quick passage is. There is also another way that you can help. May 16th has been set aside as a day for House members to present their priority projects for funding to the House Appropriations Subcommittee on Labor, Health and Human Services, and Education. You could make a real difference by calling your representatives and the sponsors of H.R. 751 to urge that funding for the literacy bill be among their stated and top priorities.

NEWS IN BRIEF

Commonwealth Literacy Campaign Shut Down

The Commonwealth Literacy Campaign (CLC) of Massachusetts, long recognized as one of the most comprehensive, productive, and well-planned statewide literacy initiatives in the country, ceased to exist in February. To the dismay of groups throughout the country, CLC fell victim to a change in the political and fiscal affairs of Massachusetts, just at a time when employers, unions, and other private sector groups in the state were starting to understand the need to invest in worker skills upgrading. The CLC was an especially effective state planning, coordinating, catalytic, and technical assistance model, due in large part to its neutral and highly visible base in Governor Dukakis' office. It is not presently known whether Governor Weld will re-establish literacy as a state priority, although dozens of CEO's and other state leaders are urging him to do so. Sondra Stein, CLC's former director, plans to continue her work in general and workforce literacy policy and program development at the state and national levels. Her new office is at 69 Lyndhurst Street, Boston, MA 02124, (617) 288-5290.

Model Programs For Limited-English Speakers

The Development Assistance Corporation (DAC), an international development organization based in Dover, New Hampshire, recently completed a two-year workplace ESL demonstration project with funding of nearly \$337,000 from the U.S. Department of Education. DAC developed basic skills programs for limited-English-proficient employees (LEP's) at nine companies, each having a different geographical location, approach to employee training, and workforce make-up. Each company already had an established instructional program for its LEP employees in partnership with an outside education group. DAC's role was to expand and develop the programs to make them more bilingual in nature, make the curriculum more job-related, attend more to the cultural needs of the workers, and develop program components to enhance employee participation. The companies involved in the demonstration were **Machelin Aircraft Tire Corporation** (La Puente, CA), **HEB Foods** (San Antonio, TX), **Mariotti Hotel** (Tacoma, WA), **ELDEC Corpo-**

ration (Seattle, WA), **Bar "S" Foods** (Lakewood, CO), **United Mailing** (Bloomington, MN), **First American Data Service** (Falls Church, VA), **W.C.I. Home Comfort Division** (Edison, NJ), and **Pitney-Bowes** (Norwalk, CT). As an outgrowth of the project, DAC is presently field testing a two-part guide, called *Job-Related Training for Limited-English Proficient Employees*, to help companies and education/literacy provider groups develop their own bilingual basic skills programs. The guides, one for decision makers, the other for program developers, will be available in May. For information contact Development Assistance Corporation, 410 Dover Point Road, Dover, NH 03820, (603) 742-6300.

Projects In Process At SIPA

The Southport Institute for Policy Analysis (SIPA) is undertaking two new policy-oriented literacy research projects. Last October, SIPA began a 15-month project to help assure full and effective implementation of basic skills services under the JOBS component of the Welfare Reform Act. The JOBS project, which is being funded by the MacArthur Foundation, includes background research on what constitutes a sound program, in-depth case studies of JOBS basic skills program implementation in five states, and a national survey to test the generalizability of the state-level findings. In a separate project, with initial funding from the Hewlett, Pew, and Mott Foundations, SIPA has also begun a two-year project to study corporate decision-making in small- and medium-sized businesses as it relates to employer investments in worker skills upgrading. A major goal is to develop public and private sector options for bringing about a substantially increased private sector investment in workplace basic skills training. Both projects are being guided by special advisory boards and will produce a number of technical and policy reports. For more details, contact Renee Woodworth, Program Director (JOBS project), and Amy Praskac, Project Director (corporate investment project), Southport Institute for Policy Analysis, 820 First Street NE, Suite 460, Washington, DC 20002, (202) 682-4100.

Serving Public Employees in Milwaukee

Last October, the Milwaukee Public Library completed a one-year project designed to address the basic skills problems of government workers in the City of Milwaukee and Milwaukee County. Called "Workplace Literacy in the Public Sector," the project arose out of a growing awareness in the Parks

Department that the lack of reading skill among many employees was affecting job performance. Under a U.S. Department of Education "library literacy" grant of \$25,000, the library trained public sector supervisors and stewards to identify employees in need of basic skills upgrading and to help them enroll in area literacy programs. Working closely with the personnel departments of the municipal and county governments, District Council 48 of the American Federation of State, County, and Municipal Workers, and Public Employees Union local 61, the library developed and presented workshops for these middle managers. It also produced special video/print kits containing orientation information, reference listings, evaluation tools, and other material. Some 50 of the kits were shown in service yard buildings and break rooms during the past summer, with seasonal employees the target audience. As an outgrowth of the project, District Council 48 received state funds this past fall to open a learning center for city and county employees. The Medical College of Wisconsin provides classroom space, and instruction is given by faculty from the Community Education and Business Outreach Division of the Milwaukee Area Technical College. For more information contact Virginia Schwartz, Milwaukee Public Library, 814 West Washington Avenue, Milwaukee, WI 53233-2385, (414) 278-3216.

Oregon's Future Vision

In June 1988, Governor Neil Goldschmidt and the Oregon State Legislature set up the Economic Development Commission, five strategic policy planning committees, and 11 industry advisory committees representing as many different state industries. These groups, working together and with several



agencies of state government, were charged with determining the state's long-term economic development needs and drawing up a plan to move the state productively into the future. Their work resulted, in May 1989, in a report called *Oregon Shines: An Economic Strategy for the Pacific Century*. Among many other things, this comprehensive report presents a detailed analysis of Oregon's social, economic, and environmental infrastructure in terms of its strengths and weaknesses, its connection to quality of life issues for residents of the state, and its relevance for future international competitiveness. It looks at needed forms of institutional cooperation in the state ... at workforce and environmental quality issues ... at changes needed in the state's various industries ... and at links between the state's infrastructure, public finance system, and capacity for economic growth. It also looks at the costs of doing business in the state, covering such areas as worker compensation, unemployment insurance, health care, taxes, and energy rates. The report lays out a detailed agenda, with implications for nearly every aspect of life in the state, to enable the state to achieve three broad goals over the next two decades: to create a superior workforce, to maintain the state's natural environment and uncongested quality of life (so as to attract the people and firms needed to drive an advanced economy), and to create in Oregon's business and cultural life an international orientation. Because workforce quality is identified as a key to Oregon's economic growth and quality of life, major attention is given to workforce skills upgrading, with a heavy focus on small businesses (more than 70 percent of the state's employees are in firms with fewer than 100 employees). A major section of *Oregon Shines* presents recommendations on specific public and private sector actions that should be taken to enhance the growth of each industry in the state. After issuing *Oregon Shines*, the state moved to assess the literacy levels of Oregon's workforce. Its survey, using assessment tools developed by the Educational Testing Service for a related national study, was recently completed and the results will be published later this spring. (Note: The state has also published *Oregon Benchmarks: Setting Measurable Standards for Progress*, which provides data on a broad range of public policy issues, including those that relate to workforce literacy.) For more information or to order the reports, contact Zoe Johnson, Oregon Progress Board, 775 Summer Street NE, Salem, OR

97310, (503) 373-1220. Limited quantities of *Oregon Shines* are available for \$10 each; *Oregon Benchmarks* is available at no charge while the supply lasts.

Another Round Of Hewlett Grants

In January, the Hewlett Foundation approved \$770,000 in adult literacy grants. Literacy Volunteers of America, headquartered in Syracuse, New York, received \$420,000 over three years for special projects to strengthen the management capacity and infrastructure of LVA state and local affiliate programs. The Southport Institute for Policy Analysis received \$200,000 over two years for general support of its work in literacy. Part of the funds will be applied to a new project on corporate-decision making as it relates to worker skills upgrading (see Projects In Process At SIPA, above). The Center for Working Life, located in Oakland, California, got \$150,000 over two years to provide technical assistance to adult literacy programs conducted by colleges, schools, and businesses in the state. The Center's work will focus on medium-sized companies and on the basic skills needs of limited-English-speaking employees.

U.S. Department Of Education Grants

• A five-year grant of \$6.5 million was recently awarded for a cooperative venture of the University of Pennsylvania's Institute for Research on Higher Education, the Wharton School, and the Center for Advanced Human Resource Studies of Cornell University. The funds will support a multi-stranded workforce research program designed to help businesses, program developers, and state and national policy makers plan better for future economic productivity. Among the specific projects are to develop cost benefit data on workforce education and training programs, and to determine the specific knowledge and skills needed in various technical occupations. For more information contact Nevser Stacey, OERI, U.S. Department of Education, 555 New Jersey Avenue NW, Washington, DC 20208-5573, (202) 219-2243, or Robert Zemsky or Peter Cappelli, Co-Directors, Center on Workforce Educational Quality, University of Pennsylvania, 4200 Pine Street, Philadelphia, PA 19104-4090, (215) 898-4585.

• For FY 1990, the U.S. Department of Education awarded \$7.2 million for basic skills programs for homeless adults under the Stewart B. McKinney Homeless As-

sistance Act. The grants ranged from under \$80,000 to almost \$500,000 and went to recipients in 30 states. In addition to providing basic skills services, the funded programs will work with other community groups to offer a wide range of social services to their clients. For more details contact Stephanie Babyak, Office of Adult Education and Literacy, Room 4428, U.S. Department of Education, 33 C Street SW, Washington, DC 20202, (202) 401-1579.

• Library literacy grants given by the Department for FY 1990 totalled nearly \$5.4 million and went to 237 state and local public libraries in 47 states and two territories. Grants ranged in size from \$4,948 to \$25,000. The Department has also issued *Library Literacy Program: Analysis of Funded Projects, 1989*. The booklet lists recipients of the 1989 awards, describes their programs, and discusses common characteristics and major developments. For more information contact Carol Cameron or Barbara Humes at Library Literacy Programs, U.S. Department of Education, 555 New Jersey Avenue NW, Washington, DC 20208-5571, (202) 219-1315. The booklet (GPO stock #065-000-00421-6) is available for \$2.25 from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Illinois' 1991 Literacy Grants

For FY 1991, Illinois has awarded more than \$5 million to 99 literacy programs under the Secretary of State's Literacy Grant Program. An additional \$143,857 has been awarded to 20 workplace literacy programs. *Fiscal Year 1991 Literacy Grants*, a booklet listing the grant recipients, is available free from the Secretary of State Literacy Office, 431 South Fourth Street, Springfield, IL 62701, (217) 785-6921.

Computer Network Installed At LVA-New York

With a grant from Apple Computer and funding from the New York State Department of Education, Literacy Volunteers of New York purchased enough Macintosh computers last year to create a network linking 27 of its branch offices and its headquarters. The network gives LVA-NY the capacity for program training services, electronic mail communication, and on-line conferencing. Two on-line conferences were held in 1990, and LVA-NY is planning one a month this year. The computers are

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also used for other purposes. For example, the **T/Maker Company**, a computer software developer and publisher in Mountain View, California, donated 400 copies of WriteNow, its word processing program. LVA-NY staff, volunteers, and students use the program for office work and as a learning tool. However, the organization has advised BCEL that it cannot use all 400 copies of the program and on a first-come-first-served basis would like to donate the extra copies to other nonprofit adult literacy programs. WriteNow can be used on any Macintosh with at least 512K RAM. For information or to request a copy of WriteNow contact Chip Carlin, Director of Information Services, LVA-New York, 3311 East Main Street, Endwell, NY 13760, (607) 754-6994.

Family Literacy Center Gets Major Grant

On January 30, the National Center for Family Literacy announced a \$2 million

three-year grant from **Toyota Motor Corporation**. This is one of the largest corporate grants ever made to a literacy group. Called the "Toyota Families for Learning" initiative, the funds will enable the Center to establish intergenerational literacy programs in five cities (currently being selected through a national grant competition). Each city will be required to have at least three program sites, and, starting in September, each site is expected to serve about 20 families a year. For more information contact Sharon Darling, President, National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202, (502) 584-1133.

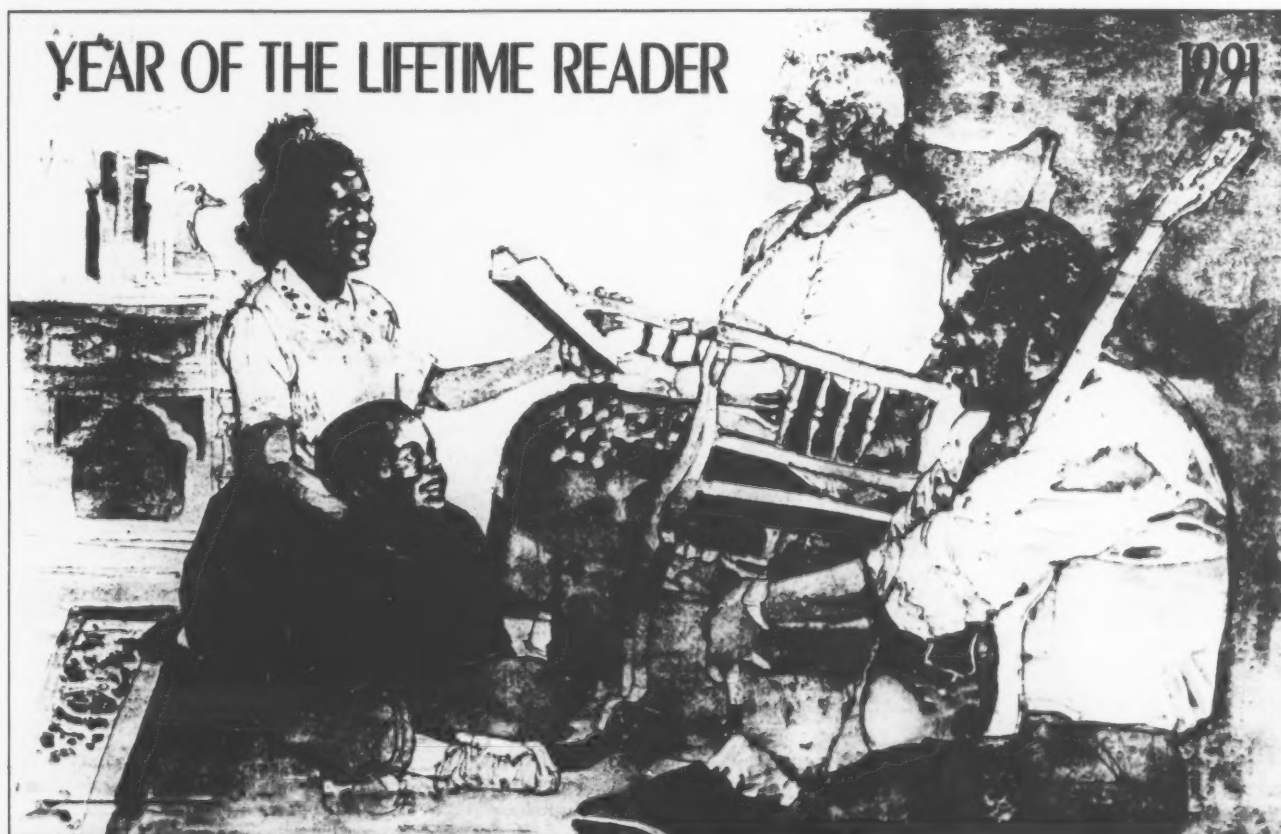
Reach For The Gold: Writing Competition For Adult Literacy Students

Last year, Literacy Volunteers of America (LVA) and the U.S. Mint's Gold Bullion Coin Program co-sponsored "Reach for the Gold," a national writing competition for adult literacy students. The contest drew 400 entrants, each of whom wrote an essay on "What the American Eagle Means to

Me." The four winners were awarded American Eagle Gold Bullion Coins and an all-expense-paid trip to LVA's 1990 National Conference in Salt Lake City in November. In addition, 40 finalists received American Eagle Silver Bullion Coins. For more information contact Beverly Miller, LVA, 5795 Widewaters Parkway, Syracuse, NY 13214, (315) 445-8000.

Advancing Workplace Literacy in Canada

Frontier College in Toronto, Canada, is a national literacy organization and the country's oldest adult learning center. Among its services is the Learning in the Workplace project which offers training, materials, and consultation to Canadian businesses and educational groups that work with businesses. In the past three years, the project has worked with numerous companies, community colleges, boards of education, and workplace literacy trainers. For more details contact Learning in the Workplace, Frontier College, 35 Jackes Avenue, Toronto, Ontario, Canada, M4T 1E2, (416) 923-3591.



Center For The Book Campaign Poster - \$8 From ALA Graphics, American Library Assn., 50 E. Huron St., Chicago, IL 60611.

On The Move In Mississippi

In its October 1989 Newsletter, BCEL reported that the Mississippi legislature had approved a 25 percent tax credit for employers providing basic skills training to workers. Administered by the State Department of Education and State Tax Commission, the program covers job-related training or retraining in reading, writing, and math up to the 12th grade level. The instruction may be conducted directly by the employer or in partnership with a provider. According to state officials, by October 1990, more than 11,000 employees had benefited from the program and the state had granted \$600,000 in tax credits to companies that had spent a total of \$2.5 million for their basic skills programs. The state has now begun a new initiative, the Skills Enhancement Project, to further encourage businesses to take advantage of the tax credit. The project helps businesses evaluate their training needs, identify critical tasks that their programs should address, and develop programs that meet their individual needs. Once programs are actually set up, with the businesses paying a share of the costs, the businesses are eligible for the state tax credit. The state estimates that some 1,000 additional employees will be served by this June as a result of the Skills Enhancement Project.

Several other literacy initiatives are also underway in Mississippi. For example, the Social Science Research Center at Mississippi State University recently completed an assessment of literacy levels in the state. The assessment was based on a survey of

1,803 adults, using an instrument designed by the Educational Testing Service for a national survey being conducted for the U.S. Department of Labor. On another front, a Jobs for Mississippi Graduates program has been started at six high schools. Affiliated with the national Jobs for America's Graduates, the program provides students pre-employment skills training and job development and placement services. On still another front, Governor Ray Mabus recently established a Commission on Work Force Excellence, which is charged with developing a plan to institute accountable and cost-effective worker training programs, build links between businesses and educators, and gather information to help training programs meet current and future workplace needs. The Commission will issue its recommendations in November. Sixteen of the 23 commission members are state business leaders. For more information contact Joy Tharp, Special Assistant for Work Force Literacy, Office of the Governor, State of Mississippi, PO Box 139, Jackson, MS 39205, (601) 359-2681.

Rural Literacy Study Completed

With MacArthur Foundation funding, the Rural Clearinghouse for Lifelong Education and Development at Kansas State University recently completed a study of the extent and nature of illiteracy in rural Kansas. The study found that literacy programs in rural areas were limited primarily to a few underfunded volunteer efforts and that the middle class volunteers often have little understanding of the different culture to which the rural poor belong. The Clearinghouse is now preparing a number of reports based on its findings. One for practitioners will explain the elements of an effective rural literacy project and present successful program strategies. A second will give current estimates of the extent of rural illiteracy, identify the kinds of people and agencies that are trying to deliver literacy projects, and highlight policy issues. A third publication will set forth recommendations growing out of the overall study experience. For information contact Jackie Spears, Co-Director, Rural Clearinghouse for Lifelong Education and Development, College Court Building, Kansas State University, Manhattan, KS 66506, (913) 532-5560.

Laubach Opens Workforce Education Center

Laubach Literacy Action has opened a new Center for Workforce Education at its headquarters in Syracuse, New York. The Center

will publish materials for employers, unions, educators, and learners involved in workforce education programs. It will also provide on-site training to businesses and organize conferences, seminars, and workshops for educators and the business community. Contact Muriel Medina, Center for Workforce Education, Laubach Literacy Action, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210, (315) 422-9121.

Summer Courses in Workplace Literacy

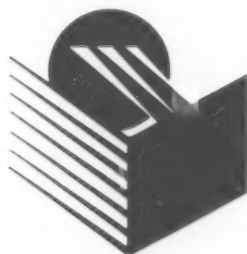
For the second year in a row, the University of Delaware will be giving three workplace literacy courses for graduate and/or continuing education credit this summer. The courses will be taught by Jorie Philippi of Performance Plus Learning Consultants, a national technical assistance organization with extensive experience in the design of workplace literacy programs. The courses are intended to prepare students for actual field practice. Scheduled on various July and August dates, the three Workplace Literacy Program topics are: *What Works, Why It Works, and How To Do It; Problems & Solutions; and Pre-employment Programs for Adults*. The *What Works* course is a prerequisite for enrollment in the other two. Out-of-state students are welcome. For details and registration information contact Carol Morreale, Performance Plus Learning Consultants, 7869 Godolphin Drive, Springfield, VA 22153, (703) 455-1735.

Upcoming Conferences

- The 36th Annual Convention of the **International Reading Association** will be held May 6-10 in Las Vegas, Nevada. Among the literacy topics scheduled are: (1) Literacy and Technology: Empowering Adult Learners as Readers and Writers; (2) Adult Literacy Projects for Reading Councils; (3) Building Support for Adult Literacy Programs: Empowerment Through State, Community, and Professional Collaboration; (4) Adult Literacy: Issues of Assessment and Evaluation; (5) Natural Assessment: A Portfolio Approach for Monitoring Literacy Development; and (6) Quality Control and Workplace Literacy Programs. For registration information contact International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714, (302) 731-1600.

- **Building a Workforce for the South: Part Two** is the theme of a regional conference, sponsored by Eastern Kentucky University, to be held in Charlotte, North

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NEWS IN BRIEF

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Carolina from June 2-4. The conference will be built around the second round of workplace literacy partnership grants given by the U.S. Department of Education and will be of interest to a national audience. For information or to register contact Lynn Dee Garrett, Workplace Literacy Conference, Perkins 202, Eastern Kentucky University, Richmond, KY 40475, (606) 622-1444.

- The National Center on Adult Learning of SUNY's Empire State College will sponsor a national conference, called **Higher Education and Workforce Development: Blueprints for the Decade**, in Saratoga Springs, New York from June 5-7. Contact Timothy Lehmann, Director, National Center on Adult Learning, SUNY Empire State College, One Union Avenue, Saratoga Springs, NY 12866, (518) 587-2100.

- **Gallaudet University** will hold a five-day training institute in Washington, D.C. from June 11-15. The institute will focus on literacy issues related to deaf and other learning-disabled adults. Contact Muriel Strassler at (202) 651-5505.

- The American Association for Adult and Continuing Education will hold its 40th annual conference in Montreal from October 14-20. The theme of this year's event will be **Lifelong Learning: An Odyssey to the Future**. Among the 200 presentations, workshops, and general sessions will be many dealing with different aspects of adult literacy. Contact American Association for Adult and Continuing Education, 1112 16th Street NW, Suite 420, Washington, DC 20036, (202) 463-6333.

CLASS CLOWN: Singing Out For Family Literacy

Theatreworks USA, founded in 1961, is nationally known for its commitment to presenting and producing high quality dance, music, and drama for young audiences in schools, theater settings, and public auditoriums throughout the country. The organization is recognized by the New York State Department of Education for its educationally-oriented programs. During the past 30 years it has presented over 25,000 performances to more than 20 million people, in 49 states. This summer Theatreworks will premiere in New York City a one-hour musical called **CLASS CLOWN**. The plot reveals, by dramatizing a young man's exploits in school, that neither he nor his mother can read. Both have found ways to hide their inability until now, and the devastating effect the problem has had on their lives becomes obvious as the plot unfolds. In the end the problem is brought into the open and recognized as nothing to be ashamed about. The boy, Nicholas MacFarland, is presented as bright and able, a positive and charming character to whom young people and parents in the viewing audience can easily relate. The musical's main messages are that people with reading problems need not be afraid to admit it, and that help is available. Theatreworks would like eventually to present the new musical elsewhere around the U.S. Companies, local presenting agencies, or family literacy groups that want to know more about Theatreworks or to explore bringing **CLASS CLOWN** to their communities should contact Ellen White, Director of Development, Theatreworks USA, 890 Broadway, New York, NY 10003, (212) 677-5959. ■



CLASS CLOWN
in Rehearsal

ON YOUR OWN: New Pre-GED Program Goes National

In its July 1989 Newsletter, BCEL reported that Penn State University's Center for Instructional Design and its College of Education, together with Prentice Hall and the University's public and cable television networks (WPSX-TV and Pennarama), was developing a pre-GED instructional television/video series. The series, called "On Your Own," was recently completed.

"On Your Own" is both motivational and instructional. It teaches math, writing, grammar, and reading skills to persons at 7th to 9th grade reading levels and was designed for advancing general literacy skills in semi-independent classroom settings, small groups, and learning labs. It consists of 33 video cassettes, four student workbooks (one in each subject area), and a Teacher's Guide. All materials are designed around a wide range of practical topics—mixing survival skills, academic material, and popular culture—in such skill-competency areas as consumer economics, community resources, health and nutrition, government and law, and occupational knowledge. Through some 81 skits, which correspond to the main lessons being taught and practiced in the workbooks, the videos dramatize situations in which pre-GED students help each other deal with real life situations for which they have an urgent skills need. A character who needs help in one segment becomes the "knower" in another. Skills are "modeled" in the videos by showing clear pencil-and-paper exercises which are reinforced by a narrator and special graphics.

The nearly \$1 million needed to develop the program was given by Prentice Hall, which is now distributing "On Your Own" nationally. Under the terms of its contract with Prentice Hall, WPSX is making the program available free in Pennsylvania. It is being aired on WPSX and Pennarama, which together reach 50 of the 67 counties in the state. The other counties are able to obtain the series in video form from Penn State's Department of Continuing Education. Local users are free to tape any segments of interest off the air.

With \$180,000 from the Ben Franklin Partnership Program of the Pennsylvania Department of Commerce, the Center conducted a project between 1987-90 to introduce the series to company-based general literacy programs around the state. An advisory committee, including many business leaders, helped plan strategies for implementation. Some 19 orientation sessions were given to potential users, with one-day staff development workshops then given to those who actually decided to use the series. Twenty-seven of the programs involved in the initial planning are currently using "On Your Own," as are numerous other groups throughout the state, including colleges, schools, literacy organizations, and businesses.

For example, the Alcoa Technical Laboratories, a research and development facility near Pittsburgh which is concerned with the production and manufacture of aluminum and related products, has placed the series in its learning center. Employees can use the tapes there or take them home. The

company provides copies of the accompanying workbooks, and staff advisors serve as tutors. Although the company has a highly educated workforce of mostly scientists and engineers, it has found the series useful for remediation and upgrading, especially in math.

Elsewhere, the Community Education Office of the State College School District in State College is using the series at eight sites, including a manufacturing plant and a construction company. Classes are conducted at the work sites during down time. The series is used "selectively but broadly," with staff members at each site choosing the segments that meet their needs. The manufacturing company donates one hour of time for each hour an employee gives to the program.

(For more details on use of the series in Pennsylvania contact Debra Shafer, Assistant Director for Educational Services, Center for Instructional Design, 207 Mitchell Building, Penn State University, University Park, PA 16802, (814) 863-4727. If east of the Mississippi, information on ordering the series is available from Prentice Hall Order Department, 200 Old Tappan Road, Old Tappan, NJ 07675, (800) 223-1360. If west of the Mississippi, contact Prentice Hall Order Department, 4700 South 5400 East, Salt Lake City, UT 84118, (800) 225-7162. Note: An orientation video of "On Your Own" is also available.)

TOOLS OF THE TRADE

General Policy, Planning, & Research

[1] Achieving National Literacy by the Year 2010: A Call To Action is a new publication from the Committee on Education and Literacy of the United Way of America (UWA). While challenging all public and private organizations to action, the report sets forth specific short- and long-term strategies and activities for the UWA and local United Ways to undertake to help move the nation to full literacy by the year 2010. The recommended activities are linked to the five broad education goals agreed to at last year's Education Summit. An executive summary is available from Annette Laico, Education and Literacy Initiative, United Way of America, 701 North Fairfax Street, Alexandria, VA 22314-2045, (703) 836-7100. Contact local United Ways for single copies of the complete report.

[2] Education for Homeless Adults: The First Year, from the U.S. Department of Education, reports on the outcomes of the first round of federally-funded state literacy projects for the homeless. The publication draws on reports from the states about their efforts, describing their goals and approaches, their staffing, the populations served, strategies used to overcome barriers for success, and the like. Among the several appendices to the report are a listing of national information sources and the authorizing legislation, including rules and regulations, for the Department's grant program. Available free from the Adult Education and Literacy Clearinghouse, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202, (202) 732-2770.

[3] Excellence at Work: A State Action Agenda is a strategic plan for integrating state human resource, economic development, and job training services to bring about greater workplace productivity in the

U.S. This 28-page report from the National Governors' Association is based on extensive consultations held by members of the Excellence at Work Forum of the NGA last summer with business, labor, and education leaders and state policymakers. Also drawing on other major reports of recent vintage, the report offers 25 new strategies states can follow to achieve 10 broad objectives (e.g., "to facilitate the deployment of technology and modern management practices, particularly in small and medium-sized firms"). The overall goal is to fundamentally reshape current state economic development and workforce training approaches. Throughout the text, points are illustrated by highlighting programs that are already following the recommended approaches. Available for \$15 prepaid from NGA Publications, 444 North Capitol Street NW, Suite 250, Washington, DC 20001-1572, (202) 624-5300.

[4] New Views of Literacy, 1990: A Bibliography, edited by David Barton, is a 36-page research bibliography developed by the Research and Practice in Adult Literacy Group of Lancaster University in the U.K. Entries are organized under 34 subheadings and deal with differing social aspects and critical views of adult literacy. Available to BCEL's U.S. readers for \$12. Send international money order made payable to David Barton, c/o the Research and Practice in Adult Literacy Group, Bolton Royd Centre, Manningham Lane, Bradford BD8 7BB, U.K.

[5] The Learning Industry: Education for Adult Workers, by Nell Eurich, has just been released by the Carnegie Foundation for the Advancement of Teaching. This 298-page book looks comprehensively and with fresh perspective on what it will take to provide needed workplace learning, from the basic skills on up and on a continuing basis, to assure future economic productivity and worker growth. Part I, "The Learning Resources," examines the resources available now in the U.S. for adult learning, with particular attention to nontraditional education providers and the role of technology. Part II, "The Adult Students," looks at the training needed by workers in four skilled trade and technical fields (construction, offices and administrative support services, information systems, and automated factory processes) ... and by managers. It also examines the educational upgrading needs of professionals. Part III, "The Unfinished Agenda," discusses "the forgotten half," groups in the adult population who are not productively employed and who either get very poor educational services or none at all. It also analyzes the purposes and problems of current public and private sector programs in workplace and workforce literacy. Among the report's major conclusions is that "efforts toward interagency coordination in Washington have not worked." It is recommended that all federal workforce education and vocational education programs be put under the control of the U.S. Department of Labor. Available for \$10 (paperback) or \$25 (hardcover) from Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648, (609) 896-1344.

[6] Toward Integrated Adult Learning Systems: The Status of State Literacy Efforts, from the National Governors' Association, presents the findings from the NGA's recent survey of state-level literacy activities. Questionnaires were sent to 400 state literacy contacts in governors' offices and in state-level agencies and organizations. The survey identifies a wide range of literacy structures and initiatives among the states. For example, 40 states

have a statewide literacy coordinating body, four states have undertaken state-specific literacy assessments; and almost one-third have established explicit state literacy goals. The report concludes, however, that "no state has developed a systematic policy and management framework to guide and improve the quality of its adult learning system." Numerous recommendations are presented to help overcome this problem. Available for \$15 prepaid from NGA Publications, 444 North Capitol Street NW, Suite 250, Washington, DC 20001-1572, (202) 624-5300.

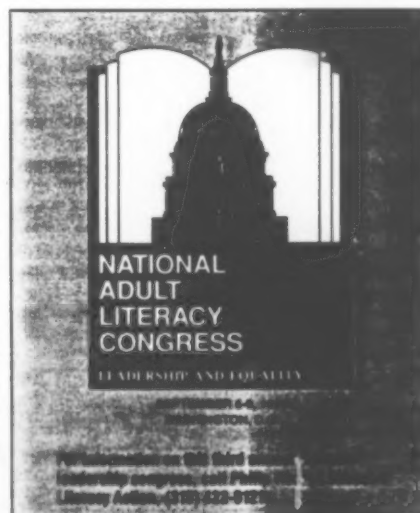
Workforce & Workplace Literacy

[7] Made in America: Regaining the Productive Edge, by Michael Dertouzos, Richard Lester, Robert Solow, and the MIT Commission on Industrial Productivity, was published in 1989. Based on in-depth research into eight major American industries (including textiles, steel, consumer electronics, and computers), and visits to 200 companies in the U.S., Europe, and Japan, this 344-page book examines the numerous causes of declining productivity in America and sets forth specific strategies for the public and private sectors to follow in working to improve U.S. industrial performance. The book is must reading for anyone investigating the scope and nature of workplace and workforce illiteracy, factors underlying current American productivity problems, and policy development alternatives. Available for \$19.95 plus \$2.50 shipping from The MIT Press, 55 Hayward Street, Cambridge, MA 02142, (800) 356-0343.

[8] Portraits of Progress, a new publication from the Department of Labor, demonstrates the strengths of the Job Training Partnership Act by reporting on 13 individuals who have bettered their lives by participating in JTPA programs. For a free copy contact Bonnie Friedman, Office of Public Affairs, U.S. Department of Labor/ETA, 200 Constitution Avenue NW, Washington, DC 20210, (202) 523-6871.

[9] Putting a Window on Curriculum Implementation reports on a project funded by the Association for Community Based Education, in which four

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TOOLS OF THE TRADE

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ESL teachers in the Worker-Family Education Program of the International Ladies' Garment Workers Union learned how to adapt their courses to make them more sensitive to the needs and interests of their students. The report describes the process followed to achieve this, the structure and content of the revised program, and ways to make further program improvements based on the experience. The Worker-Family Education Program also publishes a Curriculum Guide for its teachers in which the philosophy, structure, and content of the program is described. The books are \$2.50 each from ILGWU Worker Family Education Program, 1710 Broadway, New York, NY 10019, (212) 265-7000, ext. 334.

10 Workplace Literacy: Putting Minds on the Job is a videocassette from the Finger Lakes Regional Education Center that will be of value to businesses and business groups beginning to think about workplace literacy issues. The video focuses on people involved in literacy programs at major companies in the Rochester, NY area who tell how and why their programs evolved and what they have accomplished. Through these specific examples, the video identifies some essential elements of successful programs and at the same time illustrates the importance of building programs based on a company's specific needs. Available for \$25 from Finger Lakes Regional Education Center for Economic Development, 3501 County Road 20, Stanley, NY 14561, (800) 441-4540, or (800) 245-4220 in New York State.

General Program & Curriculum Development

11 Basic Science Living Skills for Today's World, by David Dunlop and Robert Zellers, covers both biological and physical sciences for ABE students. It was developed with funding from the U.S. Department of Education and consists of teachers' guides, student workbooks, and audiocassettes. The teacher's edition of the textbook, which contains the entire content of the student's text plus a teacher's page for each lesson, is available through the ERIC document reproduction service. For information contact Annette McAllister, Adult Education Clearinghouse, PDE Resource Center, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17127-0333, (717) 783-9541.

12 Cases in Literacy: An Agenda for Discussion (#152), a booklet by the International Reading Association and the National Council of Teachers of English, is a guide for discussion among teachers. Cases and discussion questions are designed to help groups of teachers understand the many meanings of the term "literacy." Available for \$3.50 prepaid (\$2.25 to members) from the International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, (302) 731-1600.

13 Chacho (\$3.75), by Phyllis de la Garza, is a New Readers Press adventure story set in modern Mexico and intended for adults at a 4th-grade reading level. A photocopy-masters version is also available (\$17.95). New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY, 13210, (800) 448-8878.

14 I Want to Read, a series of three videocassettes with an accompanying Support Handbook, is a self-teaching program for adult learners at low literacy levels. It is intended for use by employers with their employees and permits employee anonymity. For information and prices contact the Beta Group, 11550 North Meridian Street, Suite 360, Carmel, IN 46032, (800) 633-8444 or (317) 843-5744.

15 It's Up to Us: Broad Form Deeds in Kentucky, an adult literacy reader edited by Melanie Zuercher, contains four accounts from farmers whose collaborative effort overturned "broad form deed" laws in Kentucky, which, prior to 1988, allowed coal companies to strip mine land in the state without the owners' permission. Word analysis and writing exercises are contained in a companion workbook, Supplementary Word Exercises for "It's Up to Us." The reader and workbook are \$5 each from Kentuckians for the Commonwealth, Box 864, Prestonburg, KY 41653, (606) 886-0043.

16 Keystrokes to Literacy: Using the Computer as a Learning Tool for Adult Beginning Readers, by Antonia Stone, is a manual designed to help adult literacy providers incorporate computers into their programs. Instructors need no previous knowledge of computers to use the guide. Available for \$19.95 from National Textbook Co., 4255 West Touhy Avenue, Lincolnwood, IL 60466-1975, (708) 679-5500.

17 Project Read: A Study of Twenty Reading Disabled Adults reports on a comparative study by the Literacy Connection in Pittsfield, MA, of three different teaching approaches for learning disabled adults. The report concludes that the direct teaching of phonics and language structure may be "sufficient" for most dyslexics, but that for those who exhibit a variety of other learning and perceptual difficulties, teaching of comprehension and sight words may also be necessary. Available for \$10 from Project Read, The Learning Connection, 269 First Street, Pittsfield, MA 01201, (413) 499-9531.

18 Reader Development Bibliography, 4th Edition, revised and annotated by Vickie Collins, is a 194-page listing of books recommended for ESL and adult new readers. The book is published by the Free Library of Philadelphia and available for \$14.95 from New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210, (800) 448-8878.

19 Showcase of Newspaper Literacy Projects, 1990 edition, from the American Newspaper Publishers Association Foundation, describes what specific newspapers across the United States are doing to aid literacy efforts. Available free from American Newspaper Publishers Association Foundation, Box 17407, Dulles Airport, Washington, DC 20041.

20 Teaching Patients with Low Literacy Skills, by Cecilia Doak, Leonard Doak, and Jane Root, is a book aimed at increasing the ability of health care professionals to provide education help to patients with low-literacy levels to help them understand instructions about hospital procedures, medication, and other health-related matters. Available for \$14.50 from J.B. Lippincott Co., c/o Harper Collins Publishers, 100 Keystone Industrial Park, Scranton, PA 18512, (800) 638-3030.

21 Teaching Writing to Adults, made up of a print manual and two videocassettes, is an in-service program for teachers of adult education, designed to help them prepare their students for the writing sample of the GED exam. The program was devel-

oped by Delmar Publishers in cooperation with the New York State Department of Education's Office of Continuing Education. It contains information on scoring the GED writing sample, and offers guidance on the teaching of writing and incorporating a writing curriculum into an adult education program. Available for \$175 from Delmar Publishers, 2 Computer Drive West, Albany, NY 12212, (800) 347-7707 or (518) 459-1150.

22 Quercus has published a new writing course, Writing for a Reason, comprised of five writing texts and two grammar workbooks. It prepares those at a 2nd-grade reading level for English competency tests. The first four writing books are accompanied by practice books, the fifth by a required audiocassette. The Telephone Book Can Help You, also from Quercus, by Yehudit Goldfarb, is a workbook for students at the 2nd-grade reading level. It demonstrates when and how to use the White Pages and the Yellow Pages and includes a model telephone book for practice. An accompanying Teacher's Guide is available. For prices and ordering instructions, contact Globe Book Company/Quercus Division, 4350 Equity Drive, PO Box 2649, Columbus, OH 43216, (800) 848-9500.

23 Resource Development News is a free quarterly newsletter published by the Illinois Literacy Resource Development Center. Its main purpose is to provide resource development information to literacy providers in Illinois, but many of the articles would be of interest to a national audience. The Center also publishes Impacting Local Public Policy (\$12), a manual describing the workings of local, state, and federal government and advising local literacy groups on how to influence public policy. For more information contact Ann Hillenburg, Office Manager, Illinois Literacy Resource Development Center, 200 South Fredrick Street, Rantoul, IL 61866, (217) 893-1318.

Family Literacy

24 Family Focus: Reading and Learning Together is a program sponsored by the American Newspaper Publishers Association Foundation and the International Reading Association together with five national school associations. It shows parents how to use the daily newspaper to encourage their children to read regularly. The core of the program is a 90-minute presentation that schools can request from the sponsoring organizations. A Family in Focus kit, containing a Leader's Guide, camera-ready copy for elementary school and middle school Parent Brochures, and a flyer introducing the program, is available for \$15 (\$5 for IRA members). For more information or to order the kit, contact the ANPA Foundation, Box 17407, Dulles Airport, Washington, DC 20041, (703) 684-3345, or IRA members should contact that organization at 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, (302) 731-1600, ext. 38.

25 The Mechanics of Success for Families: Family Literacy Programs, Report #1 (\$25), from the Illinois Literacy Resource Development Center, reports the findings of a 12-month study of 19 family literacy programs in the state. The publication describes the programs; draws conclusions about the prevailing structures, aims, and approaches of family literacy programs; and, based on the findings, makes a number of recommendations to local, state, and national government. A companion pub-

lication, *The Mechanics of Success for Families: Evaluation, Report #2* (\$15), presents a developmental and evaluation framework for a family literacy program. To obtain copies send a check to Family Literacy Reports, Illinois Literacy Resource Development Center, 200 South Fredrick Street, Rantoul, IL 61866, (217) 893-1318.

[26] New Readers Press has published two new family literacy programs. *Family Reading: An Intergenerational Approach to Literacy*, by Ellen Goldsmith and Ruth Handel, helps adults improve their own reading skills while they learn to help their children. Each of 10 units focuses on one children's book, one adult reading selection, and one reading strategy. The program is comprised of a set of Photocopy Masters for learners (\$49.50), a Teacher's Guide (\$10.50), a Training Video (\$60), and a Training Manual (\$7). *Let's Work It Out: Topics for Parenting*, by Elizabeth Singer and Yvette Zgonc, is designed at two program levels to help low-level adult readers with parenting and literacy skills. Each of the program levels (\$12.95) includes eight 16-page books on these topics: *Communications, Showing You Care, Coping with School, Role Models, Discipline, Problem Solving, Family Crisis, and Talking About Sex*. A Teacher's Guide that covers both levels is \$5.95. Contact New Readers Press, 1320 Jamesville Avenue, Box 131, Syracuse, NY 13210, (800) 448-8878. ■

CONSTRUCTION

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spending for training. Pat MacAuley of *Construction Review* has been observing the industry for the past decade, and he says that "most training programs focus on teaching someone to become a better bricklayer or better stonemason without recognizing that this can't happen until their literacy is upgraded." Fortunately, as this article suggests, some recent initiatives in the industry should help point the way to needed solutions.

A Complex Industry In Flux: The Context

Building and construction is a huge and diverse industry, one on which many other industries depend. It is a singularly important economic force, and one of the country's largest employers. According to Bureau of Labor Statistics data, it is made up of nearly 540,000 small and large employers. About 98 percent of these firms are small businesses. In January 1991, the industry directly employed 4.8 million persons, some 95 percent of them in small businesses. Its specific segments are represented by a vast array of specialized national associations and unions which serve one or more parts of the industry.

Construction is a difficult universe to characterize because of its occupational variety, its highly decentralized nature, and its heavy preponderance of "mom and pop" operations too small to be included in national surveys. Generally, the industry involves the maintenance, remodeling, and building of structures of all kinds: homes and apartments, factories, dams and bridges, highways and railroads, pipelines and sewer systems, hospitals, schools, and shopping malls. Among its scores of different occupations are architects and engineers, apprentices, helpers, laborers, and journeymen. There are "structural" journeymen such as carpenters, bricklayers, ironworkers, stonemasons, and riggers; "mechanical" journeymen such as electricians, plumbers, pipefitters, sheetmetal workers, and elevator constructors;

and journeymen "finishers" such as painters, plasterers, tile and marble setters, roofers, and asbestos workers. There also are suppliers of a great many different products needed within the industry, such as fixtures, doorknobs, and window systems. And beyond this are a whole range of occupations that while not technically within the industry depend on it for a livelihood—real estate agents, interior decorators, landscape designers, furniture manufacturers, and real estate bank officers, for example.

As the American economy has moved into recession, it has generated a sharper decline in building and construction than in other industries. For example, while the construction workforce expanded steadily during most of the past decade (from 4.4 million in 1984 to over 5.2 million at one high point in 1990), it has suddenly dropped sharply, down to 4.8 million in January 1991, a loss of more than 450,000 jobs in just a few months. As a percentage of U.S. employment, construction industry employment has also dropped suddenly. It represented 4.8 percent of all U.S. employment in 1989, was 4.7 percent last year, and by January of this year was down to 4.4 percent. In 1990, the average unemployment rate for construction workers was 11.1 percent, nearly double the national unemployment rate. Then, by January, industry unemployment reached 19.7 percent. Nearly one in every five workers is currently unemployed, accounting for 14 percent of total U.S. unemployment.

According to Sally Brain, an economist formerly with the Bureau of Labor Statistics and now an analyst for the Association of General Contractors and other construction unions, while unskilled workers are among those now out of work, poor basic skills are not the underlying cause for the high unemployment rate. "Lost workers," she says, "represent a whole variety of skills and occupations, right across the board. The main factor for the loss is the national recession and credit crunch, which has hit certain regions of the country, like the Northeast and Florida, especially hard." Moreover, the present decline in construction, while the result of the overall economic climate, in turn drags the economy down even further because so many other industries, like steel, lumber, and equipment manufacturing, depend on construction as their main buyers. "As the national economy picks up," observes Ms. Brain, "recovery in construction will come, too, but it will be gradual, and some states will recover more slowly than others. This means that large numbers of unemployed and displaced construction workers are not likely to be absorbed back into the industry for some time."

Even in the current circumstances, however, the powerful role of construction as a generator of income and jobs is clear. To illustrate the point, Brain stresses that in 1990 a total of \$434.3 billion was spent on new construction. (Of that, \$187 billion went for residential construction, \$137.5 billion for nonresidential construction, and nearly \$110 billion for highways, water and sewer systems, hospitals, public housing and other public construction.) Furthermore, says Brain, each dollar spent on new construction in the U.S. generates more than \$3.60 in economic activity among retailers, utilities, transportation, computer services, and the like. And each \$1 million spent on new construction creates nearly 47,000 jobs.

Building FOUNDATIONS At HBI

The National Association of Home Builders (NAHB), representing over 160,000 builders, sub-



Photo Courtesy of Home Builders Institute

contractors, supplier groups, and other businesses in residential and light construction, is in the midst of a pilot basic skills program that it hopes will prove useful on an industry-wide basis. NAHB operates through a network of some 800 state and local affiliate associations. Its educational arm, the Home Builders Institute (HBI), has been developing education programs and materials, sponsoring training programs and seminars, and providing job placement services for the membership for more than two decades.

Under a \$392,000 matching grant from the U.S. Department of Education, HBI's basic skills program is being piloted in cooperation with four state and local associations: the Oregon State Home Builders Association, the North Carolina Home Builders Association, the Home Builders Association of Louisville, Kentucky, and the Suburban Maryland Home Builders Association. A fifth partner in the effort is Partners for American Vocational Education (PAVE) of Alexandria, Virginia. The role of each association partner is to promote the program among its member companies, help those companies recruit employees to the program, review the suitability and effectiveness of curricular materials, develop incentives for employee participation, and provide classroom space. HBI is responsible for overall program design and implementation, and PAVE contributes learner and program evaluation services. As of last month, classes were in process at all four sites, and the goal is to reach a total of 400 employees, 100 at each site, by the end of November.

Called FOUNDATIONS, the new basic skills program targets current construction workers who are unable to perform their jobs satisfactorily because of inadequate basic skills. Each employee is screened for math and literacy ability and those who score between 4th and 8th grade level are eligible to participate. On average, a participant spends about 8 weeks in the program, but an open-entry, open-exit approach is used so that people needing more time have it.

The instructor, employer, and employee confer, and FOUNDATIONS can be adapted to individual areas of need. Chris Sticher and Judith Becker of HBI,

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CONSTRUCTION

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who have the primary curriculum design role, have visited each site to get input from employers and employees so as to make the program responsive to local need. Area companies submitted actual work materials such as manuals, floor plans, safety pamphlets, and warning signs. The curriculum, which was adapted from an existing HBI Craft/Math program, includes such math tasks as reading scale drawings, doing basic math calculations, converting inches to feet, and estimating quantities for orders. The verbal/written portion covers industry terminology, filling out forms, communicating verbally in person and on the phone, and other job tasks in which reading and writing must be used.

Although the basic instructional approach is the same in all four pilots, there is variation in the way each program is targeted. Louisville, for instance, is working with public housing authority projects with a focus on building maintenance and renovation. The North Carolina site has signed up a manufacturer of building supplies and another manufacturer who produces building trusses for the East Coast. Oregon's focus is on small businesses in the Portland area, running the gamut from builders to landscapers to air conditioning and heating installers. Maryland, by contrast, has a general focus.

Henry Landau, HBI board member and president of H.S. Landau of Ann Arbor, Michigan, has been closely involved with the FOUNDATIONS project from its inception. He believes it will eventually benefit not only current workers but new entry-level employees. He is convinced that an industry commitment to skills upgrading "will lead to safer work practices, cost savings, less damage of new materials and waste, and ultimately make the industry more competitive." Noting that construction is one of the most hazardous of industries, he adds that "our goal is to motivate people to get educational help, to improve their performance on the job, to reduce injuries and absences, and to direct those who want to continue their education to services beyond this program."

HBI has applied for a second grant from the U.S. Department of Education, and hopes, after the current demonstration ends in November, to continue and expand the project to four more sites, continually refining it so that a strong and proven industry-wide model results.

(For more information contact Judith Becker, Director of Instructional Design, HBI, 15th and M Streets NW, Washington, DC 20005, 800-368-5242, ext. 494.)

BAC To Learning For The Trowel Trade

In October 1988 a different type of demonstration project got under way, again with primary funding from the U.S. Department of Education. In this case the effort focused on trowel trade union members, such as bricklayers, tile setters, terrazzo workers, and other masonry employees. The project, which was completed in March 1990, involved three partners, the International Union of Bricklayers and Allied Craftsmen (BAC), the International Masonry Institute (IMI), and the Council for Adult and Experiential Learning (CAEL). IMI, the grantee organization, operates a network of educational centers around the country through which apprenticeship and other training programs are offered to its membership. IMI thus provided the program and curriculum design staff, many of the

instructors, and overall program supervision and evaluation. BAC, representing 107,000 trowel trade members in the U.S. and Canada, also contributed design and support staff, and was responsible for enlisting member participation in the program and establishing links with local contractors. CAEL designed and conducted a special program of national workshops.

The project, known as BAC To Learning, was designed primarily to test three different delivery approaches at sites in New York, Chicago, and Los Angeles. Its main goal was to find out which approach would best meet the flexible scheduling needs of workers constantly on the move. Trowel trade workers don't know where they will be assigned from one day to the next. They could be at one location today and another tomorrow—and even engaged in seasonal work where immediate income takes precedence over everything—thus making it difficult or impossible to appear for basic skills classes at a fixed location or a precise time.

The New York program took a computer-assisted approach, using a commercial software program from U.S. Basics that was modified to make it more responsive to the math design and vocabulary needs of the trade. In Chicago, the project contracted with several local literacy groups and community colleges which provided one-on-one and small-group tutoring, using their own materials. Tutoring times and places were chosen to accommodate the workers' schedules. In Los Angeles, the video-based GED program of Kentucky Educational Television was used. The computer and video programs both used instructional support staff drawn from IMI and BAC and based in IMI schools, but the video program relied mostly on independent at-home study. In all cases, instruction was directed to specific job-related tasks and students were assessed with specially-developed tools at the beginning and end to determine their learning gain.

Over the 18 months of the project, a total of 615 apprentices and journeymen took part in the program. Those evaluated, 100 participants selected randomly, showed a skills gain of two levels as well as improved job performance. Though none of the three approaches was judged to be best from an instructional point of view (determining this was not a program goal), the video program in Los Angeles was found to have the best results in terms of retention and popularity because it could be taken home and used at the convenience of each individual. Tutoring, especially where group classes were offered, was ranked second in popularity. Participants in the computer program were often uncomfortable with that mode, had to go to a fixed location to use it at specific times, and thus had a high dropout rate before meaningful learning could occur. [Note: Had the computer software been more job-specific, there is reason to believe that many of the participants might have made a greater effort to continue.]

In addition to the three urban pilot programs, the demonstration project also included a national workshop component. As noted above, CAEL developed the workshop format, and in 14 two-day sessions around the country CAEL trained some 167 local IMI and community college instructors on how to help journeymen, apprentices, and other union members identify their education goals and shape study plans to achieve those goals.

While the BAC To Learning program has itself ended, the experience paved the way for a number of

new initiatives at IMI and BAC. New apprentices are now encouraged to undergo diagnostic assessment for placement in suitable remediation and other education programs. It is now required that job-linked workplace skills instruction be taught in all IMI schools throughout the U.S., and to this end new instructor training activities are under development. "Teaching Basic Literacy Skills" has been added to the annual Trowel Trades Instructor Training Program. As a direct result of BAC To Learning, a joint Educational Assistance Program has been implemented that will reimburse workers for job-related courses not offered by IMI. The CAEL-developed workshop will remain a part of the IMI/BAC repertory. The new assessment tool developed by the project has been judged exceptionally effective and it will continue to be used throughout the system for diagnosing need and prescribing solutions.

Funding is now being sought by IMI and BAC to develop and test additional basic skills models and to undertake a number of special projects for which the need has become apparent. For example, they hope to develop an ESL program, convert their new assessment tool into languages other than English, especially French and Spanish, and design some of the specific trade-related basic skills materials needed in the industry, particularly as they relate to workplace safety issues.

(For more information contact Bruce Voss, Executive Director, IMI, Apprenticeship and Training, 823 15th Street NW, Washington, DC 20005, 202-783-3908, or Lynn Cairnes, International Union of Bricklayers and Allied Craftsmen, 815 15th Street NW, Washington, DC 20005, 202-783-3788.)

On The Drawing Boards

The Construction Industry Workforce Foundation (CIWF), formed in 1989, has some 20 member associations including some of the nation's largest and some of its smallest. The membership spans a broad range of interests and occupations and includes such groups as the American Firefighters Association, the American Institute of Architects, the National Association of Minority Contractors, the National Association of Women in Construction, the Associated Builders and Contractors, and the Associated General Contractors of America. CIWF provides its members with instructional materials, how-to guides, and information about existing state-level resources. "We try to form regional coalitions to work together on common problems," says director Hazel Emerick.

The Associated General Contractors of America (AGC) is one of CIWF's largest members. It has 102 chapters spread across the country and represents some 32,500 union and non-union member firms including 8,000 general contractors. Another 24,500 firms are affiliated with AGC as "industry associates." The companies represented by AGC employ over 3.5 million people, and they perform more than 80 percent of all construction on commercial buildings, highways, and industrial and city utilities.

AGC offers its members a broad range of educational services and curricular programs ranging from pre-apprenticeship and vocational programs for carpenters, bricklayers, ironworkers, plumbers, and other craftworkers, to training for supervisors and management. Except for a Supervisors Training Program written at 8th-grade level, none of its programs have a basic skills component. Craig Grimm, Assistant Director of Manpower and Train-

ing, says that "there's a need for basic skills at every level, not just entry level. It's an ongoing need from apprentice to journeyman to supervisor to foreman. When we first started developing our craftwork curriculum we assumed like everyone else that job applicants had a certain level of math, reading, and writing. In the late 80's we began to realize that we needed to provide some sort of basic skills instruction."

This summer, CIWF, AGC, and other CIWF association members will come together to try and identify just what kind of basic skills help CIWF's member companies need to provide. CIWF will use the results of this joint consultation, relying heavily on AGC because of its size, to design a basic skills strategy and program with industry-wide application.

Another large member of CIWF is the Associated Builders and Contractors (ABC). ABC serves the same construction sector as AGC except that its 18,000 member firms, represented by 77 chapters, consist primarily of open-shop or non-union businesses. While ABC will cooperate with the CIWF project on its basic skills initiative, its focus is on a major undertaking of its own. Many of ABC's chapters now test anyone signing up for a first-year apprenticeship. Dick Maresco, Vice President of Education and Safety, says that "if the individual does not have the required 12th-grade reading level, we mandate pre-apprenticeship training until they attain the skills needed. We'd rather keep our standards high and train applicants to that level, not lower the standards." Following ABC's recent annual convention in Hawaii, ABC resolved to restructure its Merit Shop Foundation, the unit through which its educational programs are offered, to incorporate job-related basic skills. "We'll be working on this in the coming months," Maresco stresses, "with an emphasis on pooling members' training resources to avoid wasteful duplication. We'll develop a core curriculum to train workers and to certify teachers and workers." Initially, the program will focus on five craftworker categories: pipefitters, electricians, instrumentation workers, welders, and millwrights. The Foundation will meet with training directors from the member companies, examine their materials and needs, and use the findings to shape a single program using a standard manual. The goal is to get ABC's craftworkers properly certified.

(For more information contact Hazel Emerick, Director, CIWF, PO Box 57131, Washington, DC 20037, 800-THE-CIWF; Craig Grimm, Assistant Director, Manpower and Training, AGC, 1957 E Street NW, Washington, DC 20006, 202-393-2040; and Dick Maresco, Vice President, Education and Safety, ABC, 729 15th Street NW, Washington, DC 20005, 202-637-8800, x 269.)

Women Make Great Home... Makers

"Women gain strength when they stop being economically vulnerable," says Carole Ucciferri, Director of the Vocational Opportunities for Women (VOW) project at Jersey City State College, one of some 30 programs in New Jersey being funded under the Carl D. Perkins Education Act. "About 80 percent of all working women are clustered in 20 of 441 possible occupations, with fewer than 5 percent of New Jersey women working in nontraditional jobs." Ucciferri points out that social and cultural stereotypes, lack of basic skills and access to training programs, limited support services, and job discrimination have kept women in low paying, dead end



Photos Courtesy of Vocational Opportunities for Women

jobs instead of nontraditional trade jobs which pay up to 30 percent more. "Women who still think that a knight in a polished white Camaro will come along and rescue them are sadly misguided," she says. "VOW works on a number of projects which train women to become carpenters, equipment engineers, plumbers, electricians, welders, and highway construction workers so that they can earn enough to buy Camaros for themselves."

Each project in which VOW is engaged has a slightly different focus, yet all have the same goal: to enable women to become self sufficient by securing nontraditional jobs. VOW is the leading advocate in New Jersey for such programs and the main source of technical assistance to social service agencies and other groups that work with women. Some of the projects VOW is assisting target single parents, or women who have been out of the workforce for some time. Others reach out to teen mothers, minority women, and women stuck in low paying jobs with little opportunity for advancement. To help remove the barriers the women face in entering nontraditional fields, the projects provide a whole range of services including basic skills instruction, GED preparation, ESL instruction, child care, transportation, and counseling. In addition, VOW itself maintains a statewide Equity Resource Center library, produces promotional visual and print materials, runs a recruitment and outreach assistance program, disseminates materials and information throughout the state and nation, and maintains a toll-free hotline for anyone needing advice or help. The hotline gets about 800 calls a year.

One of the most exciting projects VOW is helping, says Ucciferri, is a pre-apprenticeship training program which involves a partnership between the state's Division of Vocational Education and a Task Force of the Department of Transportation. The multi-faceted program emphasizes heavy and highway construction. It provides physical training, job site experience, technical math, and other services including transportation and child care at several sites in New Jersey. Other VOW-assisted pre-apprentice programs help women pass physical and written tests to become apprentices in ironwork, carpentry, and electrical work. VOW uses each success story from the projects in its brochures and posters to motivate and recruit other women. Gerda Peterson, the first licensed female plumber in the

state, says "You name it and I can do it... repairs, installations, residential or commercial. Doing the job right is what counts and the men saw that I could do jobs right. Now I'm inspecting their jobs!" Mary Ann Budnick, a former welfare recipient and waitress making \$3 an hour, entered a pre-apprentice program and now earns \$15 an hour and benefits as a railroad construction worker.

(For more information contact Carole Ucciferri, Director, Project VOW, Center for Occupational Education, Jersey City State College, 2039 Kennedy Boulevard, Jersey City, NJ 07305-1597, 201-547-2188. For those within New Jersey VOW's toll free hotline number is 800-727-7837.)

Miami's Housing Renovation Partnership

Through the Dade County Housing Renovation Partnership, welfare recipients are learning basic skills and job skills at the same time in a project to renovate public housing. The partnership involves the Dade County Public School System, the Dade County Department of Housing and Urban Development, the Florida State Department of Health and Rehabilitative Services, and the Miami office of the Florida Home Builders Institute (HBI).

The Department of Health and Rehabilitative Services refers welfare clients to HBI, which provides general and job-related basic skills instruction five days a week. The skills learned are applied on the job, with the trainees transported to public housing sites where they work at the tasks of actual renovation and restoration. Although trainees are encouraged to pursue the GED, the program is open-entry, open-exit with no minimum skill requirements. "Most of the people who start out can't even read a tape measure," says Bill O'Donnell, project coordinator from HBI. "We get them to the point where they can paint, lay tile, do electrical work and plumbing, fix screens and locks, and do all kinds of other work. When they finish, they are at what we would call pre-apprentice level. We are using our modified Craft/Math program for the curriculum. It is so extensive that it even includes landscaping. Those who finish can go into a pre-apprentice program, then an apprentice program, and eventually they get their license in a trade." To close the loop, HBI prepares students for job interviews. Then, with the help of the other project partners, it finds them well-paying, permanent jobs.

The program is now trying to broaden its base by having contractors and other area businesses join the partnership. It has also added a new component that can lead to home ownership as well as jobs for the graduates. Under this plan, the U.S. Department of Housing and Urban Development is leasing abandoned houses to Dade County. The houses, which are restored by the students, are leased to eligible graduates and their rent placed in an escrow account. After the cost of the remodeling has been recovered, participants begin to make down payments on the houses, with local banks providing mortgages. Bertha Pitt, Principal of the Miami Skills Center of the Dade County Public Schools, points out that programs like this can be created anywhere in the country. "With partnerships like this," she says, "you can address all the needs simultaneously, so it's a winning situation for everyone involved."

(For more information contact Bill O'Donnell of the HBI or Bertha Pitt of the Miami Skills Center, 50 Northwest 14 Street, Miami, FL 33136, 305-358-4925.)

CORPORATE LITERACY ACTION

Entergy's Mobile Learning Labs

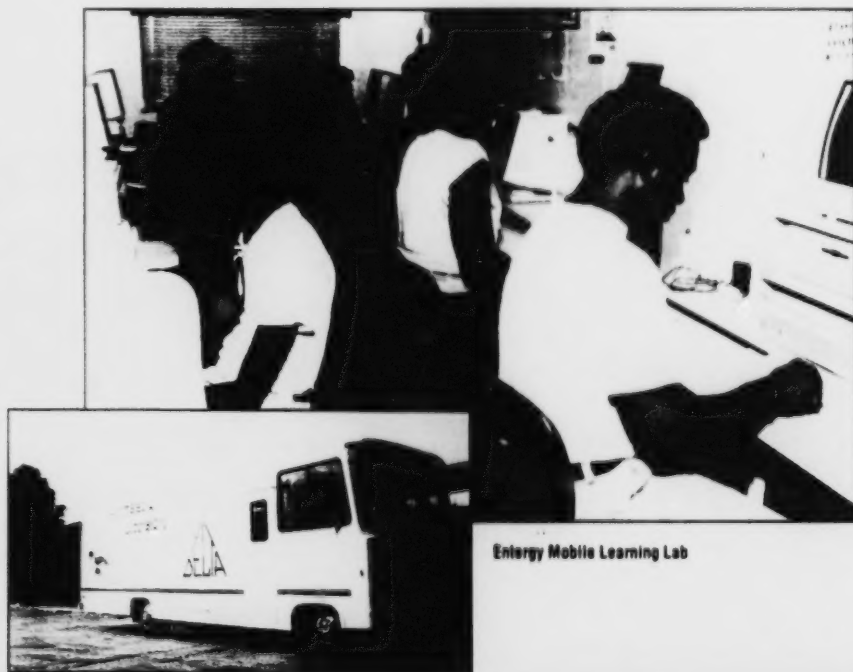
The Entergy Corporation, a holding company for the power and light companies of Arkansas, Louisiana, and Mississippi, is the fourth largest electric utility in the U.S. Entergy believes that education is a key to economic development, to the future viability of business and industry in the area, and to attracting new businesses to the tri-state region. In keeping with this belief, Entergy has launched a "New Opportunities" program for the region, a multi-stranded initiative with a major workplace and workforce literacy component. The company began in 1987 by funding four stationary computerized learning labs for adults. (They are operated in New Orleans by the Criminal Sheriff's Office; in Monroe and Helena, Arkansas by the Monroe Public School Systems and Phillips County Community College; and in Jackson, Mississippi by Jackson State University.) When one such lab was opened in a rural area, however, potential learners had difficulty getting to it, and thus Entergy's mobile lab program was born. Three Mobile Automated Learning Labs (MALLS), costing up to \$190,000 each, have since been funded by Entergy in

partnership with the power and light companies of each state. The labs were developed by Centec Learning Systems of Jackson, Mississippi. They are equipped with 16 computer work stations, each having an interactive videodisk capacity. Instructors for the mobile labs are being provided by Mississippi Delta Community College, the vocational education division of the Arkansas State Department of Education, and Louisiana Tech and Grambling State University. Instruction is given in the areas of reading, writing, math, critical thinking, oral communication, self-management, and life skills. Job-specific training is provided as well. The staff works with participating employers to determine what job skills their employees need and the program at each site is adapted accordingly. At some sites, employees use the lab during paid release time; at others, before and after shifts. Each educational provider has its own strategies for involving businesses in its state. In Louisiana, staff takes the van to different locations and invites businesses, government officials, and community leaders to tour it. They then take the van on site for workers to see. Once a company decides to use the lab, it is brought to that site on a regular schedule. Contact Keith Stanton, Education Specialist, Economic Development, Entergy Services, Inc., PO Box 61000, New Orleans, LA 70161, (504) 569-4962.

ESL Instruction In Virginia Hotels

In early 1988, the Arlington Education and Employment Program of the Arlington Public School System (REEP) and the local Chamber of Commerce began working with seven hotels in Virginia's Arlington County on a program to upgrade the English speaking skills of their workers. With \$258,000 from the U.S. Department of Education and in-kind contributions of more than \$80,000 from the hotels, the project started when the Chamber of Commerce arranged for REEP to present programming ideas to a group of personnel from the participating hotels. REEP then proceeded to design the instruction to meet the needs of each individual hotel. The Chamber took on the role of handling referrals and public relations, and each hotel planned its own recruiting procedures and developed its own criteria for selecting workers to participate. The doors were opened to students in October 1988 and through March 1990 some 230 workers enrolled in two different program cycles.

The program consisted of 60 hours of instruction, usually given in two-hour classes twice a week, and it was built around such on-the-job functions as greeting guests, making small talk, responding to guest requests, and receiving directions. Instructors were brought in from REEP, the Peace Corps, and other local ESL programs. Depending on the hotel, students received either paid release time or a bonus upon successful completion of the program. The Basic English Skills Test (BEST) was used as a pre- and post-test, and supervisors also completed their own evaluation forms after each class session. At the end of the first two cycles, it was found that 86 percent of the enrollees had successfully completed the program. Based on this accomplishment, a new phase began last April. REEP got a second grant of \$385,000 from the Department of Education and expanded the project to include four more hotel sites in Arlington as well as a new partnership among the Chamber, the school system, and three hotels in Alexandria. The following hotels are presently taking part in the program: Best Western, Days Hotel, Embassy Suites, Guest Quarters, Holiday Inn, Hyatt, Marriott, Old Colony Inn, Quality Hotel, Ramada Hotel, Sheraton, and Stouffers. For more details contact Elaine Squeri, Workplace Coordinator, Arlington Education & Employment Program, Wilson Adult Center, 1601 Wilson Boulevard, Arlington, VA 22209, (703) 358-4200.



Entergy Mobile Learning Lab

Career Success In New York Banks

In 1989, the Greater New York chapter of the American Institute of Banking (AIB-NY) learned from some of its members that a significant number of disadvantaged applicants were marginally failing the banks' employment tests. Yet it was felt by all concerned that with the right incentives and training these individuals could become productive bank employees.

This conviction sparked the creation of the Job Power Program, a cooperative program begun in March 1990 by AIB-NY with the active participation of 12 banks (four more joined later). With funding from the New York City Department of Employment, the New York State Urban Development Corporation, and the banks themselves, Job Power explicitly aimed to provide jobs in banking for disadvantaged residents of New York City and the state.

As the program progressed, the partners concluded that although student retention rates were higher than industry standards, the end goal of student employment was too limited. They decided to add post-employment services to help cement what had been learned, to make sure the new employees would succeed in their jobs, and to help direct them on a career path. The result was

an expanded program, five weeks in duration, renamed Career Success.

This is how Career Success works: Applicants who marginally fail the banks' employment tests and who qualify as "disadvantaged" are invited to enroll. (To qualify as disadvantaged, participants must meet any one of a number of federal JTPA criteria—e.g. having a personal income of less than \$5,000, living in an economically distressed area, or being a displaced worker.) Each enrollee is sponsored by one of the banks and guaranteed a job as soon as two conditions are met: he or she must retake and pass the bank's employment test and must also receive a certificate of satisfactory performance from AIB-NY.

The Career Success program consists of job-specific training in basic math, reading, problem solving, learning, and communication skills. The jobs of bank teller, customer service representative, and keyboard operator are targeted, and activities are built in to foster personal as well as job development. At the outset, students sign a learning contract and are given attire appropriate for work in a bank. They are also paid \$100 a week while enrolled. To enhance their learning and foster good work habits, students keep diaries and meet regularly with bankers who serve as their mentors and will

continue to guide them after they start work. They retake the banks' employment tests at the end of five weeks, and if they pass (all who have gone on to take it have passed), they are placed immediately in jobs. Two weeks after that, and again in two months, Career Success staff meet with employment managers and supervisors to review employee performance. The main aim is to determine if additional training is needed, and where it is, instruction may take the form of one-on-one tutoring or enrollment in an existing bank or AIB-NY program. These performance appraisals also yield information that helps AIB-NY make improvements in the program.

Four class cycles have been completed so far. Each had 36 students and was broken into smaller study units of 12 each. The combined enrollment was 6 percent white, 73 percent black, 17 percent Hispanic, and 4 percent Asian/Pacific. More than 80 percent of the students had a high school or GED diploma. Some 41 percent were not U.S. citizens. The average age was 22, the average income \$4,037. By January 1991, 10 months after the effort had begun, 115 students (80 percent of all enrollees for the period) had completed Job Power or Career Success programs, and 104 had moved into bank jobs. Early signs are encouraging on job retention: three-month employment checks done on the first three groups of graduates found that 75 percent were still on the job.

The curriculum for Career Success was developed by Work Force Solutions, a management consulting firm in Yardley, Pennsylvania. It includes materials adapted from already-existing AIB training programs in computer literacy, teller training, and business math, and adds new material for other content areas. According to Michael Langton, who directs Career Success, "the sponsoring banks have found the program to be a good source of qualified entry-level employees with job-specific skills training. Not only that, but bank recruiting and training costs and agency fees have been reduced. The program gives the banks one good way to invest in their own needs and the needs of their communities at the same time." The banks currently taking part in Career Success are Apple Bank for Savings, American Savings Bank, The Bank of New York, Bank of Tokyo Trust, Bankers Trust, Chase Manhattan Bank, Chemical Bank, Dime Savings Bank, Federal Reserve Bank of New York, First



Career Success Graduation Ceremony

(Cont'd on p. 14)

CORPORATE LITERACY ACTION

(Cont'd from p. 13)

Chicago Corporation, European American Bank, Manufacturers Hanover Trust, Marine Midland Bank, Morgan Guaranty Trust, National Westminster Bank, and River Bank. For more information contact Michael Langton, Executive Director, Greater New York AIB, 80 Maiden Lane, New York, NY 10038, (212) 480-3200.

Chevron Endowment For Literacy

The Chevron Corporation, based in California, recently established a \$225,000 endowment fund for adult literacy. Mechanics Bank of Richmond, California, will invest and manage the funds, and Opportunity West, a United Way group, will use the earnings to support a program of employment and training services for hard-core unemployed adults, focusing on those at the 6th grade reading level or below. Working together with area literacy and public service agencies, Opportunity West will pilot its program in West County and then hopes to extend it to all of Contra Costa County. For more details contact Cheryl Maier, Executive Director, Opportunity West, 3720 Barrett Avenue, Richmond, CA 94805, (415) 236-5812.

Dobbs Caters To Learning

Dobbs International, Inc., is an airline food catering company headquartered in Memphis, Tennessee. It has about 7,500 employees and operates food facilities in some 44 airports. In 1988, Willie Blackwell, a supervisor at Dobbs' Atlanta facility, and a member of the board of the Georgia Literacy Coalition, discovered that some of his employees were having difficulty reading menus and recipes and that this was affecting their job performance and productivity. He quickly decided to do something about it. He consulted with the employees to confirm their interest in a reading improvement program, got management's blessing, and then turned to the Coalition to help him develop an approach built around individual student needs. The resulting general literacy program was based on a phonics curriculum from International Learning Systems. Instruction was designed for adults with zero to 5th grade reading ability, and job-related vocabulary was incorporated into the curriculum. Last year the program completed its first two years of operation. Because of its promising results—e.g. significant reading

grade level gains were reportedly achieved and employee self-confidence and self-esteem increased markedly—Dobbs has begun to implement the program in other of its facilities around the country. The intent is to go company-wide by 1995. Willie Blackwell, now named Literacy Coordinator for Dobbs, is in charge of the national effort, which has been dubbed "Dobbs Caters to Learning." For more details contact Willie Blackwell, Dobbs International Services, 1669 Phoenix Parkway, Suite 204, College Park, GA 30349, (404) 991-4519.

New York Life: Leader In Literacy

Last November, Literacy Volunteers of America presented its 1990 LVA Leadership Award to the New York Life Foundation for its "long term commitment to and financial support of literacy education." The award recognized a company commitment to literacy that began more than 15 years ago. In 1975, the company first adopted literacy as a priority activity because, according to Foundation president Carol Reuter, its Urban Affairs Committee recognized that "functional illiteracy was rapidly becoming a major economic and social problem in the country. Our people felt that it was as though we were losing generations of people who could be functioning members of society except for their inability to read." A year later, the company and Literacy Volunteers of New York City began what Ms. Reuter believes may have been the first corporate on-site employee volunteer literacy tutoring program in the country. In this program, which continues today at the company's New York City headquarters, employees are trained and serve on a volunteer basis as tutors in an LV-NYC basic skills program offered on company premises.

From this modest beginning, the company awarded several grants over the next few

years to literacy service groups. Then, in 1980, the New York Life Foundation was established to conduct the company's charitable activities, and it continued to support literacy education. Since 1988 alone, it has made grants of almost \$750,000 to an array of 20 literacy organizations. Last year's grants went to the American Reading Council, Bronx Educational Services, The Business Council for Effective Literacy, Highbridge Community Life Center, Literacy Volunteers of America, Literacy Volunteers of New York City, Project Reach Youth, and Reading Is Fundamental.

What principles underlie these awards? According to Ms. Reuter, the Foundation "tries to be flexible in its analysis and evaluation of programs." It seeks "to reach the greatest number of people with its funds and to help grantees maximize their services." At LV-NYC, for example, New York Life's 1990 grant is supporting an Outreach Training Program, in which staff development and other technical assistance is given to community-based groups wishing to add literacy services to their programs.

Intergenerational programs have also become a major focus of the Foundation, and several of the 1990 grants were for projects in this area. "Through them," Ms. Reuter explains, "we can help not only the individual who is the primary target of services but also the family. For example, the project we funded at Bronx Educational Services reaches not only the adult clients but, by including a Reading Is Fundamental component, their children as well."

Literacy has turned out to be a natural element of many New York Life grant programs designed for other purposes, such as job training for families in crisis and for mothers of single-parent households. "In the past," notes Ms. Reuter, "our job training programs might have focused on job training alone. But they were not as successful as they could have been because people did not have the literacy levels required by the jobs for which they were being trained." Many such projects now explicitly include literacy along with support services such as day care or mental health counseling.

Ms. Reuter gives much of the credit for the company's continuous literacy commitment to its top executives "whose support and enthusiasm has been unwavering from the outset." (For more information contact Carol Reuter, President, New York Life Foundation, 51 Madison Avenue, New York, NY 10010, (212) 576-7341.)



Carol Reuter,
President
New York Life
Foundation

WHAT OTHER COMPANIES ARE DOING

GRANTS & IN-KIND HELP

The **Amarillo Globe News**, together with Amarillo College, has set up the Golden Spread Literacy Fund to help address illiteracy in the Texas Panhandle and southwestern Kansas. Funds are for books, teaching supplies, and equipment for existing literacy programs and for developing new programs in the area. The Amarillo Area Adult Literacy Council has received a \$700 grant through the Fund.

ARCO Chemical, **Bell of PA/Bell Atlantic**, **CIGNA**, **CoreStates/First Pennsylvania Bank**, **Mellon Bank (East)**, **IBM**, **Philadelphia Publishers Group**, **Provident National Bank**, **Rosenbluth Travel**, and **Sun Company** were corporate sponsors of the fourth annual fundraiser, "Even More Outrageous Observations," which netted almost \$20,000 for Philadelphia's Center for Literacy last fall. Another 60 corporations and foundations provided support to CFL during 1990.

Arthur Andersen and Company, **Community Communications Services**, and **USF&G Insurance** recently contributed financial support to Read for Literacy in Toledo (OH).

Bank One of Cleveland sponsored a luncheon in mid-1990 at which it honored Becky Phipps and Juanita Erickson, co-founders of the Ashtabula County (OH) affiliate of LVA. Bank One's "Caring Award" included a plaque and a check for \$1,500.

Equitable, **IBM**, and **Time Warner** hosted at least one meeting each in 1990 of the New York State Literacy Council.

Federal Home Bank recently donated a generous supply of plastic three-ring binders to the Washington Literacy office in Seattle.

GTE, **Heublein**, **Forbes Magazine**, **New York Life**, **ARCO**, **Exxon**, **American Express**, **Lever Brothers**, **Time Warner**, **General Foods International Coffees**, **D.C. Heath & Company**, **Family Motor Coach Association**, **International Paper**, **Sterling Drug**, **E.I. DuPont de Nemours**, **Wells Fargo Bank**, **Fay's Drug**, **Economist Newspapers Ltd.**, and **Spokane Enterprises** are among 23 corporations which funded Literacy Volunteers of America last year. **McGraw-Hill**, **Primerica**, **FMC**, **Mirabella** fashion magazine, and author **Sidney Sheldon** are among the more recent contributors to LVA. **The Ashton-Drake Galleries** in Niles (IL) has granted LVA a \$15,000 advance against royalties that will result from a collaborative agreement to produce collector dolls with reading and writing themes.

A **Hartford Courant** grant made possible the launching in September of a computer-based literacy training center for adults in the downtown branch of the Hartford YMCA. Businesses, community agencies, and other literacy programs are being invited to refer adults to the "Read to Succeed" center, which will run a continuing series of 20-week programs to help develop reading, writing, and computer skills.

Inland Container, **Ralston Purina**, **Monsanto**, **Sprint**, and **Unitog** were among numerous businesses supporting Literacy Investment for Tomorrow (LIFT)—Missouri in 1990. Also during the year, the **St. Louis Post-Dispatch** donated the printing for LIFT's newsletter. **Joel Dreyfuss** of **Fortune** Magazine spoke to a capacity St. Louis luncheon crowd on "The Three R's of the Workplace," and representatives from **Emerson Electric**, **General Dynamics**, and **AT&T** were part of a task force which developed "World Class Competition: An Employer's Guide to Skills Development," available from LIFT by calling (800) 729-4443.

The **Jazzercise** franchise in Westminster (MD) is hosting a "dance-a-thon" fund-raising event this month for the Literacy Council of Carroll County.

Maison Blanche and the **Baton Rouge (LA)** Chapter of the **American Culinary Federation** helped stage a 1990

Culinary Classic, with a portion of the proceeds going to the Capital Area Literacy Coalition.

Morgan Stanley & Co. has awarded a grant of \$3,000 to the Parent Readers Program at New York City Technical College.

New Orleans Public Service, Inc. recently allocated \$50,000 to the YMCA of Greater New Orleans in support of its adult literacy program, "Operation Mainstream." NPSI president James Cain received Laubach Literacy Action's "Humanitarian of the Year Award" for his commitment to literacy.

New York Life, **Morgan Guaranty**, **IBM**, **Chemical Bank**, **Con Edison**, **New York Telephone**, **Manufacturers Hanover**, and **Philip Morris** provided grant support to Bronx Educational Services in 1990.

The **Procter & Gamble** team won the **Scripps Howard Spelling Bee for Literacy** held November 15 by correctly spelling "mellisonant" and "circadian." Xavier University won second place. Team registration fees of \$11,000 will help support the tutor training program of the Greater Cincinnati Literacy Task Force.

Reeves Furniture provided two rocking chairs for performers to use when reading their favorite stories to children at the Book Fair of the North Arkansas Literacy Foundation. The Fair was the closing event of NALF's second annual Boone County Literacy Week last October. Other activities included a teacher appreciation day, in-school appearances by "celebrity" readers from the community, a library open house, and a reading workshop.

The **Sun Company** underwrote the costs of the December 1990 issue of "Read On," the newsletter of the Mayor's Commission on Literacy in Philadelphia.

The **Village Blacksmith**, **Affiliated Metals of Cleveland**, **Old Phoenix Bank**, and **Friction Products** were among the team sponsors of the first annual Corporate Spelling Bee held by Project LEARN in Medina (OH) last month. Proceeds helped launch the organization's Workplace Literacy Program, which will tutor employees of Medina County companies during work hours.

Weyerhaeuser, **Time Warner**, and **General Motors** underwrote the costs of the national literacy conference convened by the United Nations Association of the USA in New York City on December 3. The conference, in which 21 organizations participated, served to mark the end of International Literacy Year and the beginning of a 10-year, action-oriented campaign to address illiteracy worldwide.

PLANNING, AWARENESS, & RESEARCH

AT&T, the **Atlanta Journal-Constitution**, **Georgia Power**, **IBM**, **Southern Bell**, and **Coca-Cola** served as business/industry representatives on the organizing committee for Georgia's Second Annual Family Literacy Symposium to be held this month.

Last year, the **Brownsville Herald**, **Harlingen Valley Morning Star**, and **McAllen Monitor** produced for the third year in a row a public awareness tabloid focusing on the problems and solutions to illiteracy in the Rio Grande (TX) Valley. Profits from advertising revenues were donated to four local literacy groups.

IBM, **Intel Corporation**, **Intellistor, Inc.** and its parent company **Fujitsu**, and **Sun Microsystems** provided partial support for "Excellence at Work," an eight-page article appearing in the January 28 issue of **McGraw Hill's Business Week** Magazine. The article challenges the public and private sectors to move into high performance work organizations and to invest much more in worker skills upgrading. The piece has been widely distributed by the National Governors' Association.

Lever Brothers joined in a 1990 partnership with LVA, Laubach, and PLUS which, through community advertising and coin collection campaigns, raised funds for some 300 local literacy programs. The canister campaign alone raised \$45,000.

The three national literacy groups also received donations based on the return of proofs of purchase on specified **Lever Brothers** products.

Literacy Guild Association, a division of **Doubleday Book and Music Clubs**, donated a full-page PLUS advertisement encouraging young people to stay in school in the February issue of **Family Circle** magazine.

The October/November 1990 issue of the **Minority Employment Journal** carried a feature article on illiteracy in the workplace and an editorial encouraging minority professionals to become involved as volunteer tutors.

Mutual of New York (MONEY) has initiated a partnership with three Bergen County (NJ) companies: **Contemporary Personnel Services**, **Jenny Craig Weight Loss Centers**, and **Lenti-Chemico**. The four companies are encouraging their employees to become literacy tutors in the community. **MONEY** recently was honored by PLUS of Bergen County as "Corporation of the Year."

Nabisco Brands underwrote the "Jobs/2000" national teleconference broadcast on March 8 to raise awareness of the need for workforce skills upgrading. The teleconference was developed as a part of the PLUS workplace literacy campaign in cooperation with the U. S. Chamber of Commerce, the U. S. Conference of Mayors, the AFL-CIO, the U. S. Departments of Labor and Education, and other organizations.

EMPLOYEE BASIC SKILLS PROGRAMS

Cumberland Hardwoods in Sparta (TN) was the recipient of the AAACE's first Outstanding Literacy Program award. First Lady Barbara Bush presented the award in recognition of the company's workplace literacy program. Honorable mentions went to the **Lafayette (IN)** Adult Reading Academy, the **Adult Literacy Services Program** of **Rio Salado Community College** in **Phoenix (AZ)**, **Project Re-Start** of the **Dade County (FL)** Public Schools, and the **Adult Learning Source** in **Lakewood (CO)**.

Exxon's Baytown (TX) Olefins Plant and **Sterling Municipal Library's** Literacy Volunteers are jointly sponsoring an occupational literacy program for 26 non-English speaking contract employees at the plant. The program is designed to promote job proficiency and safety. Students participate in weekly class sessions taught by an outside instructor, and Exxon and contractor employees work as one-on-one tutors with the students each week.

The **Palm Beach (FL)** **Post** and the **Los Angeles Times** are among newspapers coast-to-coast that are addressing the basic skills needs of their own workforces. The **Post** offers on-site courses in ESL, ABE, and GED preparation. The **Times** provides a computerized reading lab for literacy instruction at its main facility and a similarly equipped mobile van, for the use of its workers, their families, and members of the community. The **Cedar Rapids (IA)** **Gazette**, **Macon (GA)** **Telegraph and News**, **Northeast Mississippi Daily Journal** in **Tupelo**, **Altoona (PA)** **Mirror**, and **Providence (RI)** **Journal-Bulletin** have all developed employee basic skills and GED programs. The **Daily Camera** in **Boulder (CO)** trains its managers to identify employees who need reading assistance. The **Star-News** of **Pasadena (CA)** uses paycheck stuffers to distribute a literacy hotline number for employees who want to be tutored. The **San Jose (CA)** **Mercury News** provides a postcard with literacy information to its job applicants.

Presbyterian Hospital in Philadelphia, in cooperation with the Center for Literacy, recently implemented a workplace literacy program to help its employees develop the skills needed to advance their careers.

Springfield (MD) **State Hospital** recently established a tutoring program for its psychiatric patients. State employees, trained by the Literacy Council of Carroll County, volunteer as tutors.

AVAILABLE FROM BCEL

- The **BCEL BRIEF** is a new line of publications containing bibliographic and program referral information on a wide range of specific topics in general and workforce/workplace literacy. Four workplace titles are currently available: Selected References In Workforce and Workplace Literacy (Brief #1); National Technical Assistance Organizations (#2); The Hotel & Food Service Industries (#3), and The Health Care Industry (#4). About two dozen other topics are under development and will be announced in this space as they become available. (\$3.00 each)
- **Workforce/Workplace Literacy Packet** includes a variety of materials that will be helpful to those beginning to investigate the development of workplace programs. It includes a selection of BCEL Newsletters, a collection of newspaper and magazine articles, a reprint of the 1988 *Business Week* feature "HUMAN CAPITAL: The Decline of America's Workforce," Briefs #1 and #2, and other items. (\$15.00)
- BCEL's **State Directory of Key Literacy Contacts** (1991-92 edition) will be available in May. (\$10.00)
- In the U.S. and Canada, a subscription to the **BCEL Newsletter** is free; back issues are available at no cost for one copy and at \$1.00 a copy thereafter. Foreign subscriptions are 20 US dollars annually, prepaid; back issues for subscribers are \$1.00 a copy, for nonsubscribers \$2.50. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.
- **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a 54-page resource designed primarily for local literacy programs. (\$15.00)
- **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers and others wishing to develop job-linked literacy programs in the workplace. (\$15.00)
- **INDEX TO BCEL NEWSLETTERS** is a 20-page organization, title, and name index covering BCEL Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. Supplements will be issued periodically. (\$5.00)
- **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.25 a copy thereafter.
- **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$5.00)
- **TURNING ILLITERACY AROUND: An Agenda For National Action** (two volumes, one by David Harman, the other by Donald McCune and Judith Alamprese), and **PIONEERS & NEW FRONTIERS** (by Dianne Kangisser) are 1985 BCEL monographs. The two-volume publication assesses short- and long-term needs in adult literacy and recommends specific actions for the public and private sectors (\$15.00). **PIONEERS** assesses the role, potential, and limits of volunteers in combating adult illiteracy (\$10.00).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. All orders must be paid in U.S. dollars. Sales tax need not be added. Mailing is by the least expensive method.

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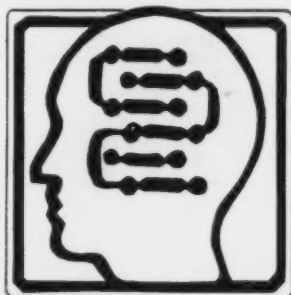
Mary Keenan
Executive Assistant

Joan Halpin
Sec. & Admin. Asst.

Beth Godat
Publications Assistant

Business Council for Effective Literacy
1221 Avenue of the Americas - 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

AMERICA & THE NEW ECONOMY



"Somewhere along the way to the second American century, the rules of the economic game changed," writes Anthony Carnevale in *America and the New Economy*. "Whether American business and American workers win or lose depends on how well they adapt to the new rules."

The dynamics of change — how we got to where we are, how Europe and Japan caught up and outran us in numerous industries, and what we must do to succeed in the new world economic order presently taking shape, is the essence of the 126-page report just released by the American Society for Training and Development. Carnevale, author of the report, is ASTD's chief economist.

America and the New Economy, summarized below, is an outstanding addition to the growing body of literature which signals the trends and critical problems in America's economic condition. The ground it covers and its conclusions are similar to those of *WORKER TRAINING: Competing In the New International Economy*, by the Office of Technology Assessment of Congress, and *America's Choice*, the report of the Commission on the Skills of the American Workforce (both given feature attention in BCEL's October 1990 Newsletter).

ASTD is one of the world's largest organizations in the field of employer-based training, and its findings come from the trenches. They are gleaned from applied field research and summarize what was learned from nearly five years of first-hand exploration in the world of work. The report is a call to action, illuminated by analysis of the vast socio-economic global forces at play. Among its most important messages is one that reinforces and extends the findings of the earlier studies: *in the new economy workers must be treated as assets to be developed in order to add value; in the old economy, they were costs to be reduced*. Investment in employee training ends up with productivity increases more than twice as high as the wage increases that result from training.

Illustrations shown in the feature article are adapted from *America & the New Economy* with permission from ASTD.

That message, and the entire report, is targeted to CEOs and other corporate leaders, "since all new directions must begin at the top." But the report is also addressed to unions, associations, government, educators, and the other players in the enormous task facing the nation as it struggles to hold its own in the fiercely competitive new economic world scene.

A Quick History

In the U.S., productivity at the end of the war was at a peak. According to the report, in 1947 we produced half the world's manufactured goods, 57% of its steel, 43% of its electricity, and 63% of its oil. Our citizens owned three quarters of the world's cars and U.S. companies made 80% of the cars built.

How Europe and Japan caught up with the American colossus despite their devastated position at the end of the war is instructive, with lessons for the way American business operates and the way its workforce is deployed. It is the story of how they pushed the terms of competition beyond productivity. "As the Europeans and Japanese dug out from under the rubble," writes Carnevale, "their first instinct was to follow the American example. But their domestic consumer markets were too small to permit emphasis on high volume production of standardized goods for domestic sales alone. As a result, they were forced to sell abroad."

Diversity and Flexibility. The complexity of international markets forced them to pay more attention to diverse customers. For example, "German car manufacturers had to produce cars not only for Germans but for Swedes and Italians. The Swedish market demanded cars for harsh winters and rural driving. Fuel efficiency was not a prime concern because gas taxes were low. In Italy, the climate was more forgiving, driving was more urban, and gas taxes were high. So the Germans learned to produce weather resistant cars for Swedish consumers and lighter, more fuel efficient cars for the Italians."

Quality. Because these countries couldn't reduce costs per unit of output by increasing volume, they reduced the costs of reworking products by improving quality of production. (The typical U.S. factory invests 20-25% of its operating budget in finding and fixing mistakes and another five percent for recalls after mistakes have left the factory.)

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BCEL EDITORIAL

by **Harold W. McGraw, Jr.**
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

Developments on the national literacy legislation are now highly encouraging. The Senate "picked up" the House literacy bill, H.R. 751, and on June 26th passed it unanimously with a few minor revisions. With Senate passage now achieved, the bill is on its way back to the House for joint conferencing. We understand that a final bill could be ready for the President's approval in the next two to three weeks.

This Newsletter has just too many other articles and conference dates of immediate value to warrant holding it up even another few days in the hope of reporting that full Congressional approval has been given. But we were tempted. However, barring unforeseen complications, a comprehensive and historic literacy bill seems finally on the threshold of enactment.

The level of funding available for next year is still an open question. Senate leaders are working to assure full funding authorization for the bill. A decision is expected by mid-July. Then the issue will be taken up jointly by the House and Senate. Since authorizations are not actual appropriations, I urge business and literacy leaders to continue to be ready to press for the necessary full funding.

It is indeed gratifying to know that literacy and business leaders have been pulling together for so long to help ensure passage of a strong literacy bill and to make their voices heard on its provisions. My hat is off to each of you, and all our hats should be off to Congress. While the twists and turns in the process can get rather frustrating at times, Congressional commitment to improved literacy has been strong and unwavering from the outset, with Representatives Sawyer and Goodling and Senators Simon and Pell leading the charge.

This issue's feature article indicates that workforce literacy is among the nation's most urgent challenges. It is particularly significant that major provisions in the new bill have been designed to help meet that challenge.

NEWS IN BRIEF

Study Of Small Business Literacy Programs

In its April 1990 Newsletter, BCEL reported that the U. S. Small Business Administration had commissioned Berkeley Planning Associates, a private research organization, to study small business employee basic skills programs. For the study, Berkeley analyzed the workplace literacy programs at 18 companies having fewer than 500 employees. Most of the programs offer basic literacy training, English, ESL, math, and GED preparation to production or hourly workers. The study is now complete and the findings available in *Workplace Education Efforts in Small Business: Learning from the Field: Final Report*. The study reveals that most of the programs were begun at no cost to the companies through the efforts of outside professionals. However, once the programs were in place the companies were willing to continue them at their own expense (typically \$2 to \$9 per student per hour). The report also identifies a number of steps that can be taken to increase participation by small businesses in literacy programs and to improve the quality of the programs. For example, special training should be provided to literacy practitioners to increase their understanding of the special needs and constraints of small businesses, legislation that promotes workplace education should be passed, and systematic research should be done on the effectiveness of small business literacy programs. The report (specify document number PB 91181560) is available for \$23 from National Technical Information Service, U.S. Department of Commerce, 5825 Port Royal Road, Springfield, VA 22161, (800) 553-6847.

West Virginia Tax Check-Off Discontinued

In 1986, in a first for the nation, the West Virginia legislature passed a bill allowing individuals and corporations to contribute any portion of their tax refunds to the Adult Literacy Education Fund by using a check-off on their tax forms. Money raised in this manner was to help fund the programs of local literacy groups. During the past four years, funds raised by the check-off have ranged from \$5,500 to \$34,000. During this same period the number of cause-related check-offs on the tax form also proliferated. Rather than to decide which of the growing number of check-offs to continue, the legis-

lature recently voted not to extend any of them and this source of funding for literacy has been eliminated. For more information contact Kathy Polis, Adult Literacy Coordinator, Department of Education, 501 22nd Street, Dunbar, WV 25064, (304) 766-7860.

More From Hewlett

The Hewlett Foundation has made two grants since April, both to groups in California. In Berkeley, the state office of Literacy Volunteers of America received a one-year grant of \$30,000 for general support. In El Cajon, Applied Behavioral & Cognitive Sciences, Inc., the organization headed by researcher Tom Sticht, received \$50,000 for a one-year project to implement two recommendations of the California Workforce Literacy Task Force. The project will design "field station" action research models for the state, and develop a professional degree for educators and human resource professionals who specialize in workforce education for non-college bound youth and adults. For more details contact the William and Flora Hewlett Foundation, 525 Middlefield Road, Room 200, Menlo Park, CA 94925, (415) 329-1070.

Literacy By Satellite In Georgia

The Center for Rehabilitation Technology (CRT) at Georgia Institute of Technology in Atlanta (working together with a related research and marketing corporation by the same name) develops technological innovations to aid people with sensory and physical impairments. For the past three years, CRT has been reaching beyond its usual orbit to relay literacy instruction to rural Georgia via satellite. The curriculum and instructors for the project are furnished by Literacy Action, Inc., a nationally-recognized CBO. Master teachers conduct "host" classes at Georgia Tech's School of Extended Education. These classes are broadcast live via satellite to rural sites all around the state. Each site is equipped with a trained tutor, two or three volunteers, and a telephone link to the host class. Teachers at the sites provide instruction to supplement the televised material, supervise drill and practice, and attend to students' personal needs. A class typically consists of from 12-15 students. The Georgia Department of Technical and Adult Education has provided most of the classroom space, but some classes are also given in industry settings. The project has grown from two sites in 1988 to about 50 now, and there are plans to add five additional sites next year. Funding

for the program comes from Coca Cola's Lettie Pate Evans Foundation, the U.S. Department of Agriculture, and other private sources. Contact Tom Gannaway, Center for Rehabilitative Technology, Georgia Institute of Technology, 490 Tenth Street NW, Atlanta, GA 30332-0156, (404) 876-8580.

Literacy Education In Xiamen

According to the Autumn 1990 Newsletter of the Adult Literacy and Basic Skills Unit (ALBSU) in London, in 1989 the city of Xiamen and the surrounding county of Tongan in southeast China launched an initiative to combat illiteracy in the region. The goal of the campaign is to reach a literacy level of 98 percent in three years. Plans call for mandatory literacy classes for as many as 20,000 area residents, primarily in rural areas. Graduation requirements include being able to read 1,500 to 2,000 Chinese characters, comprehend short passages of text, and perform calculations necessary to keep basic accounts. By the end of 1990 more than 1,500 people passed the final exam and were awarded a literacy certificate.

Good News, Bad News From The AMA

The American Management Association recently issued a research report titled *1991 AMA Survey on Basic Skills Testing and Training*. The report results from a survey of 1,633 AMA member companies which sought to learn how many are now testing the basic skills of employees and job applicants and how many are offering remedial services for those needing such help. The good news is that some 42 percent of the respondents are performing basic skills testing now, as contrasted to 36 percent a year ago. The bad news is that one out of every four job applicants to AMA companies is deficient in math and the other basic skills (in some companies, it is as high as 50 percent). Moreover, while there has been a 10 percent increase over last year in the number of test-giving firms that provide worker skills upgrading programs, only half of these firms are sponsoring such services now and only 17 of these meet the AMA's criteria for a successful workplace program. "While solutions are at hand," says the report, "too few employers are grasping them. Companies continue to turn their eyes away from the evidence they themselves compile." For a full copy of the report, available cost-free, write to Eric Greenberg, Research Editor, AMA, 135 West 50th Street, New York, NY 10020.



Developing Human Capital In Texas

In January, the Texas Literacy Council presented to the Governor and state legislature a report titled *Developing Human Capital: A Five-Year Plan for Enhancing Literacy in Texas*. The report resulted from a collaboration between the Council and members of its Interagency Work Group: the Texas Rehabilitation Commission, Department of Corrections, State Job Training Coordinating Council, Employment Commission, Higher Education Coordinating Board, Council on Vocational Education, State Library and Archives, Department of Human Services, and the Texas Education Agency. The report found, among other things, that Texas ranks 47th among the states in adult literacy, that 51 percent of adults receiving AFDC payments have not completed high school, that the illiteracy rate among prison inmates is "appallingly" high, that 43 percent of Texas employers are having difficulty finding entry-level employees with adequate basic skills, and that high school dropout rates are 45 percent for Hispanics, 34 percent for blacks, and 27 percent for whites. (The projected dropout rate for Hispanic seventh-graders in the Houston Independent School District is a whopping 54 percent.)

To address the problems identified, the report lays out a five-year strategic plan with three broad goals: (1) to establish and support a comprehensive network of family literacy programs throughout the state, (2) to support and enhance workplace literacy initiatives, and (3) to coordinate with the criminal justice system to attack the link between illiteracy and crime. To achieve the family literacy goal, it is recommended that coalitions of early childhood and adult literacy programs be encouraged to work together to develop efficient and effective approaches, and that the Council undertake activities to encourage innovation, replicate successful programs, and build awareness

of existing resources. To advance the workplace goal, three strategies are proposed: to identify and promote awareness of the basic skills needed in the workforce so that businesses know what their training goals should be, to assess and build awareness of current successful workplace literacy programs (including the development of handbooks and guides), and to build coalitions and promote dialogue and funding opportunities for collaborations between business and literacy service groups. A major objective here is to promote corporate receptivity to experimentation and change. In the criminal justice area, several strategies are proposed to increase literacy services in prisons and county and city jails, as well as service to parolees and probationers. For example, current state law requires as a condition of parole that prisoners with a skills level below 6th grade attain that level. Here the Council is to work with the Texas Department of Criminal Justice to develop the education services needed to meet the requirements of the law. In all of the Council's goal areas, a priority would be to develop fair and accurate measurement tools to meet nationally accepted standards of accountability and effectiveness. And, finally, an oversight committee would be created to track progress in each of the three goal areas.

To implement its plans, the Council has asked the state legislature for \$5.2 million for fiscal years 1992 and 1993. However, because of the state's budget crunch, funding may not be provided immediately and until it is most of the Council's plans are on hold. In the meantime, the report itself has generated considerable public interest which may lead to some increase in private sector funding for literacy. For information or a free copy of the report, contact Martha Alworth, Manager, Texas Literacy Council, Texas Department of Commerce, PO Box 127728, Austin, TX 78711, (512) 320-9682.

Everyone Wins In International Literacy Competition

In its July 1990 Newsletter, BCEL indicated that the Heaton Education Centre of Newcastle upon Tyne in the U.K. was sponsoring a contest in conjunction with International Literacy Year. The Centre invited literacy students from around the world to submit personal statements along with graphics of their choosing about their experiences with illiteracy. The winning entries would earn a cash award of £100-£200 for their literacy programs. The

contest is now over, and the top winners were a group of Indians from northern Argentina; a group from Vancouver; a Maasi tribesman from Kenya; and Cynthia Hamilton from Washington, D.C., a dietary aide in a home for the elderly. The entries were very diverse. Many came in the students' own languages and had to be translated. Some were from programs so poor that they could barely afford paper to write on. The Centre thus decided to play down the competitive aspect of the project. All entries were collected into three large books and some 30 panels of enlarged excerpts and photos which made up an overall touring display. The display itself was first shown in Newcastle upon Tyne in October and is now moving throughout England. For more information contact Margaret Stobbart, Heaton Education Centre, Trewhitt Road, Newcastle upon Tyne, NE6 5DY, United Kingdom, 091-2655-725.

Adult New Reader Starts Fund

Early this year, Julie Kimball, an adult new reader from Phoenix, Arizona, started the Julie Kimball Student Education Fund. The purpose of the Fund, which will be managed by Literacy Volunteers of America, is to provide scholarships and grants to new readers to enable them to take advantage of educational opportunities, such as attending conferences, seminars, workshops, and community college courses. The first donation was \$1,000 — of Kimball's own money. Now she is raising additional money by walking from San Diego to Washington, D.C. and appearing in special fundraising events along the way. She left San Diego on April 20, has been averaging 30 miles a day, and plans to arrive in Washington on September 6 just in time for the Third National Adult Literacy Congress. **New Balance** is donating the shoes for her walk. Contact Beverly Miller, Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214, (315) 445-8000.

Barbara Bush Foundation Grants

The Barbara Bush Foundation will award \$500,000 in grants in 1991, with no grant to exceed \$50,000. Applications must be received by August 2. For specific application instructions and guidelines call (800) 522-3357. This number will connect you to the Atlantic Resources Corporation, which is administering the program.

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NEWS IN BRIEF

(Cont'd from p. 3)

National Alliance of Business Seminars

The National Alliance of Business (NAB) is offering six one-day seminars called "Working Smarter: The Decision-Maker's Workplace Literacy Seminar." The seminars will be held in each of NAB's six regions in late October and they will be designed to assist corporate executives determine the feasibility of developing in-house programs to upgrade employee skills. NAB has also published a video package, *Working Smarter Video and Decision Maker's Guide* (\$125), to help those considering workplace literacy issues. For information about the seminars, contact Brenda Bell, National Alliance of Business, 1201 New York Avenue NW, Washington, DC 20005-3917, (202) 289-2888. To order the video, write NAB at the above address or call (202) 289-2910.

R&D Projects Underway At NCAL

The National Center for Adult Literacy (NCAL) at the University of Pennsylvania is undertaking 12 research and development projects in its first year of operation. Among the subjects under study are factors that influence adult learners' participation in literacy programs, the functioning of families in relation to literacy, and how different assessment techniques affect the performance of subgroups in the population. Other projects will study workplace literacy and its impact on productivity, the identification of good practices in workplace programs, data collection and management in adult literacy programs, and the relation between mother-tongue literacy and the ability of adults to learn English as a second language. These and the other projects on NCAL's agenda are being carried out by individuals around the country with whom the Center has formed partnerships, most of them associated with universities. For more details contact Ann Duffield, Director of Communications, National Center on Adult Literacy, 4200 Pine Street, Philadelphia, PA 19104-3090, (215) 898-4585.

Education Writers Report On JOBS And Workforce Programs

The Education Writers Association (EWA) is a national professional association with some 600 members. Its purpose is to improve the quality of reporting about education to the general public. In April, EWA's Media Resource Project in Literacy issued a new report, titled *Is the Story Literacy,*

Decent Jobs or Political Will? A Reporter's Guide to Emerging Literacy Issues. For the report, six education writers examined in their respective communities either the literacy services available to prepare welfare recipients for jobs or programs serving already-employed workers. The communities studied were San Diego, Akron (Ohio), Belle Glade (Florida), Laurel (Mississippi), Tucson, and Westchester County (New York). The resulting papers combine hard facts with personal interviews to arrive at a total picture of the programs, which are found wanting on many counts. The publication includes tips for education writers who want to report on adult literacy efforts in their own communities. It also points to a number of problems. For example, data needed for meaningful evaluation of programs was found lacking, and costs of the JOBS programs were higher than program planners anticipated because many more people were found to be in need of basic skills help than expected. The report notes that because of the high costs, the states are cutting back on needed support services. It also concludes that mechanisms need to be developed through which workers can more easily locate programs suited to their needs, and that programs are more likely to succeed if literacy instruction is job-linked. For information or to order the report (\$10 prepaid) contact Lisa Walker, Executive Director, Education Writers Association, 1001 Connecticut Avenue NW, Suite 310, Washington, DC 20036, (202) 429-9680.

How To Use Computers For Literacy

An article by Eunice Askov and Cindy Jo Clark in the March 1991 issue of *Journal of Reading*, titled "Using Computers in Adult Literacy Instruction," offers guidance on how to select software for literacy programs. The article reviews the advantages and disadvantages of computer-based instruction; recommends outstanding programs for teaching vocabulary, writing, and math skills; identifies programs that allow instructors to create individualized lessons; and lists adult software publishers and distributors. Back issues of the *Journal of Reading* are available for \$6 prepaid from the International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714, (302) 731-1600.

Arkansas Fund Aids Literacy Groups

The Arkansas Adult Literacy Fund, which is administered by the Arkansas Community Foundation, is now in its second year of operation. The Fund receives contributions

for literacy from both private and public sources in the state. The Governor contributes money from his emergency fund, and, with encouragement from the Governor's Commission on Adult Literacy, some 50 large corporations are also donors so far. The purpose of the Fund is to provide supplemental operating grants to community-based literacy groups in the state. The grant program itself is managed by Arkansas Literacy Councils. From July 1990 to June 1991, the Fund awarded nearly \$400,000 to 52 literacy organizations. For more details contact Lee Gordon, Executive Director, Arkansas Literacy Councils, 1501 North University, Suite 430, Little Rock, AR 72207, (501) 663-4321 or (800) 880-7323.

Five States Form Literacy Network

Arkansas, Louisiana, New Mexico, Oklahoma, and Texas have recently joined together to form a new Southwest Literacy Network. The Network's goals are to develop the resources needed to ensure literacy and lifelong learning in the five states and to better disseminate information about the services available. Louisiana is chairing the Network this year, with the chairmanship to rotate to a different state in each subsequent year. For more details contact Gary Patureau, Chairman, Southwest Literacy Network, PO Box 94004, Baton Rouge, LA 70804-9004, (504) 342-8405.

Programs For The Homeless Evaluated

Wisconsin and Massachusetts have recently completed evaluations of their adult literacy programs for the homeless. Wesselius Associates conducted an evaluation of the Wisconsin Adult Education for the Homeless Program. Funded by a McKinney Act grant from the U.S. Department of Education, the program provided on-site basic skills instruction at nine shelters in Madison, Milwaukee, Green Bay, and Kenosha. Through 1990, some 729 homeless adults were served. For the evaluation, Wesselius Associates reviewed documents and data, conducted interviews and surveys of students and staff, and made on-site observations. The evaluation identifies many positive outcomes. For example, most of the students surveyed who had completed more than six hours of instruction reported improvement in reading (82 percent), writing (81 percent) and math skills (88 percent). The report, called *Wisconsin Adult Education for the Homeless: Program Evaluation Final Report*, also revealed many barriers that must be overcome in teaching homeless adults. These include

students' low self-esteem and poor motivation, lack of child care assistance, and shortage of shelter bed space. Among the report's recommendations are that basic skills curricula should be modified to include living skills instruction and motivation and self-esteem activities, and that program staff should work more closely with shelter administrators.

In Massachusetts, The Stone Center at Wellesley College oversaw the evaluation of the Massachusetts Adult Education with Homeless Persons Project for the Massachusetts Department of Education. The project, also funded by a McKinney grant, involved nine programs for homeless youths, families, adults, and in one case recovering alcoholics. Each program involved a partnership between an adult education center and one or more shelters. As in Wisconsin, the evaluation was based on in-depth site visits, surveys, and interviews. The results have been published in a report called *Finding Myself: Finding My Home*. It contains profiles of the programs as well as detailed information about the learner population. Among the most significant findings are that students reported positive changes in themselves, such as increased self esteem and the development of the ability to ask for help. The report recommends placing homeless education experts at the provider agency, using the life experience of homeless people as part of the curriculum, creating local advisory boards with homeless students among the members, and developing ways to help homeless students make the transition to other educational programs.

(For more information on the Wisconsin project or to request a free copy of the report, contact Darcy Wirebaugh, Education Specialist, Wisconsin Board of Vocational, Technical and Adult Education, 310 Price Place, PO Box 7874, Madison, WI 53707-7874, 608-266-1272. For more information on the Massachusetts effort or to order the report (\$25 prepaid), contact Laura Sperazi, Evaluation Research, 1589 Centre Street, Newton Highlands, MA 02167, 617-527-6081.)

News Data Base Becomes Learning Tool

In a pilot project designed and administered by People's Computer Corporation, a nonprofit education organization, the news data base of *USA Today* is being combined with instructional software to create a new approach to teaching reading skills to adult learners. This "News Through Technology" program is being piloted by 20 adult learners and 20 tutors at *USA Today's* offices in Arlington, Virginia, with initial funding of \$64,000 from the Gannett Foundation and

in-kind contributions from the **Digital Equipment Corporation**, the **Hewlett-Packard Company**, and **CAERE Software**. The *USA Today* classroom is open 24 hours a day. The computer program introduces students to new concepts, gives them the repetition and practice they need to acquire skills, and brings about mastery of those skills by linking them to real-world texts and information important to individuals in their everyday lives. "If this pilot project is successful," says PCC director Jane Laidley, "it will mean that any computer anywhere will be able to become a learning site, once it's tapped into a newspaper or other text library." Contact Jane Nissen Laidley, Executive Director, PCC, Inc., 2682 Bishop Drive, Suite 107, San Ramon, CA 94583, (415) 830-4200.

Upcoming Conferences

- The **American Association for Adult and Continuing Education** will hold its 40th annual adult education conference, titled "Lifelong Learning: An Odyssey into the Future," in Montreal from October 14-20. Contact AAACE, 1112 16th Street NW, Suite 420, Washington, DC 20036, (202) 463-6333.
- The fifth annual **Adult Literacy and Technology Conference** will be held in Costa Mesa, California from July 17-20. Contact John Fleishman or Shawn Brown, Outreach & Technical Assistance Network, Adult Education Division, Hacienda La Puente Unified School District, 320 North Willow Avenue, La Puente, CA 91746, (800) 526-2451 or (818) 968-4638, ext. 4583.
- The **National Governors' Association** will hold the last of three regional meetings for state literacy leaders in New Orleans

from July 25-26. The meeting will focus on strategies for developing integrated adult learning systems, setting priorities and performance expectations, creating quality criteria for learning, and building capacity. Contact Bob Silvanik, National Governors' Association, 444 North Capitol Street, Washington, DC, 20001-1572, (202) 624-5353.

New Readers Meet The Authors

During April and May, Arthur Miller and authors Paule Marshall and Charles Fishman met on three occasions with students from Literacy Volunteers of New York City. Pen American Center, a writers' organization, approached LV-NYC with the idea for the sessions, and the two organizations sponsored the events jointly. At the outset, LV-NYC expected to limit the program to its graduates, but it found that current students were very interested and prepared to commit themselves to doing the necessary work to prepare for the meetings. They had to read and discuss books by the three authors, and prepare questions for each session. The authors talked about their books and their personal writing and life experiences. Copies of the books were donated by the authors' publishers—**Dramatists Play Service**, **Feminist Press**, and **Texas Tech University Press**. As a result of the program, **Newmarket Press**, publisher of *Dances With Wolves*, arranged with LV-NYC to have that book's author, Michael Blake, address a group of students on June 3. From these sessions, students are showing increased interest in their own writing activities. Contact Marilyn Boutwell, Director of Education, Literacy Volunteers of New York City, 121 Avenue of the Americas, 4th Floor, New York, NY 10013, (212) 925-3001. ■



LV-NYC Student with Arthur Miller, Photo Courtesy of Ken Tanzer

LITERACY IN MISSISSIPPI



Mississippi recently completed a statewide survey of the literacy levels of adults aged 16 to 75, and the results have been published in *The Mississippi Literacy Assessment*, a report to the Mississippi Employment Security Commission and the Governor's Office for Literacy by the Social Science Research Center of Mississippi State University. The survey used the groundbreaking new assessment instrument developed by the Educational Testing Service (ETS) to parallel ETS' national survey now in process. The instrument measures proficiencies in prose, document, and quantitative literacy on a scale that is not related to grade-level ratings. The scale ranges from 0 to 500, and the scores derive meaning from their association with the ability to perform certain tasks. For example, someone with a score of 210 in prose literacy would be able to locate information in a sports article while someone with a score of 313 would be able to locate information in a news article. A person scoring 356 on the quantitative scale would be able to determine a tip as a percentage of a restaurant bill. A score of 300 on the document scale indicates an ability to follow travel directions from one location to another using a map.

Among Mississippi's main survey findings are the following:

- Mississippians function at an average level of 260 on the prose, document, and quantitative literacy scales, but quantitative literacy is a relative strength among most population groups while document literacy is relatively weak. [People functioning at the 260 level would be able to identify information in a biographical article (prose), enter information on a bank withdrawal form (document), and calculate the cost of a number of identical items on a grocery receipt (quantitative)].
- The state has very few adults who are unable to read at all — less than 2 percent of adults cannot sign their name on a Social Security card, over 90 percent can read simple directions on a medicine bottle, and only 8 percent cannot recognize a road sign at an intersection.
- Those who experience the most severe problems (5 percent, or 100,000 persons) are typically older and have had less formal education than those functioning at higher levels. They tend to seek help from family and friends to carry out literacy-related tasks.
- The state's illiteracy problem extends across racial lines, educational experience, and income levels, but it is mostly "home grown." There are very few non-English speakers in the adult population.

- Those in households receiving public assistance function at appreciably lower levels than those not on public assistance.

Mississippi will now make use of the survey findings to set new policy goals. The state will be able to redirect its resources to those geographic areas that have the greatest problems. It will also be able to design programs that more closely match the needs of its residents. For example, most programs are now aimed at the lowest reading levels, but the findings indicate that a far greater number of people would benefit from services at a somewhat higher level.

(For a free copy of *The Mississippi Literacy Assessment*, contact Judy Lipscomb, Director, Office for Literacy, PO Box 139, Jackson, MS 39205, (601) 359-2673.)

NEW ECONOMY

(Cont'd from p. 1)

Timeliness. Because they could not compete with the superior quality and quantity of American technical personnel, who were good at developing major innovations, they turned to exploiting the new ideas and competed on the basis of developing new applications and bringing them to market quickly.

Human Capital and Education. Because they had fewer qualified workers than the U.S., they looked to a more careful use of human capital and a more aggressive focus on learning in school and on the job. In contrast, the glut of American workers allowed U.S. employers to replace skilled workers with cheaper unskilled labor which was used in concert with mass production machinery. For political and social reasons the Europeans and Japanese could not do that. Forced to treat labor as a fixed cost, these countries had powerful incentives to develop their human capital. They organized their education system and workplaces to make more effective use of non-college bound students and non-supervisory workers. The Japanese provided high quality elementary and secondary education. The Europeans built apprenticeship structures that mixed learning with work. In both places the emphasis was on applied learning at school and work. The Japanese use of group processes in school, and the emphasis on problem-solving work teams in both Europe and Japan exemplify this applied focus.

The U.S., in contrast, was good at educating and using white collar and technical elites, but its non-college bound students received inadequate education in school and little opportunity to develop on the job. This worked because it was consistent with the mass production economy that placed white collar and technical elites at the top of organizational hierarchies and relegated non-supervisory workers to narrow tasks at the bottom.

Networks. Because Europe and Japan could not match the sheer quantity of American intellectual and financial resources, they built networks inside and outside businesses. These involved tighter relationships than ours in all the steps from product development to delivery; management-labor cooperation; linkages between employers upstream and downstream in the production process; and connections with other institutions, including government, which played a critical role by promoting research and disseminating best practices.

New Forces Shape New Competitive Standards

Meanwhile, as the world turned, new forces came into play, driving changes in the standards of competition. These include:

Increased Wealth. American incomes doubled between the end of World War II and the early 70s, though they have grown more slowly since. Incomes in the rest of the world were relatively low in the late 40s but have increased astronomically since. With people able to afford more, they buy more. (In the U.S., however, we are earning more because we are working harder and putting more family members to work. We have been spending more, saving less, and borrowing. The nation now borrows an amount roughly equal to 3% of our GNP from foreigners to make ends meet. In 1980 the U.S. was a net lender to the rest of the world: they owed us \$106 billion. In 1990 we owed the rest of the world more than \$500 billion.)

Globalization. The combined value of U.S. exports and imports is now about 25% of our GNP. What ultimately forced global competition was the need to find new markets for mass produced goods when existing markets became saturated. By the 1960s increased world productivity began to create persistent domestic oversupplies, causing nations to compete for international customers. Since then the list of basic commodities, products, and services that are oversupplied has grown constantly. By the late 1980s production exceeded demand by at least 20% in steel, petrochemicals, and cars. "In a world where supply exceeds demand," notes the report, "the competitive importance of productivity and prices is reduced and other new standards become the competitive edge."

Diversification of Tastes. As people get richer, a smaller share of their income goes for the basics of life. They begin demanding quality, variety, convenience, and the like. In addition, growing wealth permits expression in the differences of taste that were there all along between ethnic, geographic, cultural, religious, and age groups. Also, demographic changes have created waves of new demands and deflated markets as family sizes change, people live longer, and so on.

The Increasing Importance of Time. Americans have more money, but less time to spend it. This is especially true for women, who are working an additional six hours a week and have lost almost 3.5 hours of free time. Moreover, Americans spend more time commuting to work than any other national group except Australians. They have fewer national holidays and less access to paid leave than people in other modern countries. "Busy people have neither time nor patience for shoddy products or second rate services... and they want products and services that can be consumed conveniently."

Commercialization of Personal Services. With Americans busier than ever, they want to buy goods and labor that in the past they provided for themselves. The commercialization of homemaking, recreation, and personal care stems in part from the new work roles for women and the disappearance of the traditional family. Market standards for these services go beyond price competition — e.g. price is not the only criterion in choosing how we care for our elderly or our children.

Customer Involvement. Consumer participation and preference is playing an increasing market role.



with technological and organizational change giving consumers greater personal choice. Witness the ATM bank machine which allows customized services; the VCR which offers more variety and convenience than the movie theater or TV; the salad bar that varies and customizes a restaurant's menu.

Flexible Technologies. Finally, the new flexible technologies are the central force, the pivot without which the new standards would be impossible. These standards—quality, variety, customization, convenience, and timeliness—are characteristic of the craft production era when independent artisans in control of their own work designed and turned out varieties of products customized for the specific needs of small markets and individual customers. In contrast, mass production is locked into rigidities. Products and services are reduced to their smallest and most reproducible parts. Narrowly specialized workers and narrow-purpose machines produce piecemeal components into high volumes of standardized productions. Neither workers nor machines are easily shifted to alternative uses without prohibitive costs.

The marvel of computer-based software is that it brings a new level of quality, flexibility, and speed to production and service delivery. Where mass production technology has to be scrapped or reconfigured to do a new job, with flexible software a product or service can be modified quickly at little added cost. Variety, customization, and small batches can be achieved with a few keystrokes at a control board to reprogram machinery and work processes. Faxes, satellites, and other communications technologies give these new competitive standards a global reach.

These standards comprise a framework of interlocked and overlapping connections. Employers who begin pursuing one of them usually end up embracing them all. For example, quality increases productivity by saving money. The quality program at Xerox drove costs down by 20%; at GM's Lansing assembly plant, by 21%. Similarly, companies that try to speed up the time it takes to get products to market usually end up saving money as well. Harley-Davidson reduced production costs by half when it reduced the time to make a motorcycle from 30 to three days.

How Does The U.S. Measure Up?

American productivity is still the world standard. But the rate of increase in productivity is much greater among our competitors, and other nations will catch up and pass us if present trends continue. Evidence suggests we are already losing the productivity race to Japan in the chemicals, steel and primary metals, electrical machinery, and transportation equipment industries.

But the picture is not all bleak. The manufacturing productivity collapse in the early 70s has made a remarkable comeback, and trends already in place could help continue the boom in manufacturing productivity and extend it to other industries. A principal drag on the nation's overall productivity comes from the service sector where white collar workers have not been as productive as their counterparts in manufacturing.

In quality—the primary new standard, American performance is mixed. Our automobiles are on a par with the Europeans but still inferior to the Japanese. In textiles, computer chips, and steel, the record is also mixed. In consumer electronics, chemicals, and machine tools it is disappointing. We do, however, set the world's quality standard in commercial aircraft, aerospace, large computers, appliances, and health care. Among appliance manufacturers, GE, Maytag, Whirlpool and others initiated quality improvements before overseas competition. Since 1980 they have cut defect rates by more than 75%. In other industries, Motorola lowered its defect rate from 5,000 defects per one million chips to 3.4 defects per million. Xerox installed a companywide quality standard and overtook the Japanese lead in the photocopier market. Harley-Davidson, which had a manufacturing defect rate of 50% in 1972, has since cut defects to 1% of production.

Flexible new technology has brought about an explosion in variety. We now have 572 different models of cars, vans, and trucks, compared with 408 in 1980. Consumer banking has expanded from six basic services in the 70s to more than 100 today. Between 1979 and 1989 the number of items on supermarket shelves rose from 12,000 to 24,000; the number of breakfast cereal brand names went from 152 to 271. Soup brand names increased from 55 to 83.

Convenience and customer service can provide the competitive edge that differentiates one company from another. One example of their importance to consumers is the growth in the number of "convenience" stores—e.g. some 8,000 7-Elevens in the U.S. and another 4,000 overseas with an average of 1,000 customers daily in each. One-stop shopping is on the rise. Drive-in islands that offer gas, convenience shopping, and teller machines are appearing everywhere. As for customer relations, good service is good business. It costs five times as much to get a new customer as it does to keep the one you already have—e.g. in the auto industry, a loyal customer is worth \$140,000 over a lifetime of car buying. Evidence suggests that Americans feel they are not getting better customer service, but there are exceptions including Walmart, Nordstrom, Federal Express, Motorola, Xerox, and IBM.

Giving consumers timely access to state-of-the-art products and services is a central profit-making issue. Products that come to market on budget but six months late will earn one-third less profit over five years than products that are 50% over budget but on time. For many reasons, the U.S. has not

been good at beating the clock—e.g. in the U.S. steel industry it takes four to five years to design and build a blast furnace; it takes three years in Japan, two in Korea. In the auto industry, Japanese automakers renew their designs every four years; Americans try to make a basic design last up to 10 years. In the apparel industry, it takes most American companies up to 66 weeks to get from fiber to finished garment; many European and Asian companies reach the customer in 23 weeks. The U.S. is, however, the fastest to market in aerospace, computers, appliances, and health care, and there are examples of speedy companies in every industry: Milliken in textiles, Walmart in retail, Motorola, Xerox, and Hewlett Packard in high-tech manufacturing, Harley-Davidson in low-tech manufacturing.

The Shift To Networks

To meet the new competitive standards and integrate them with the standards of mass production, the ASTD study finds that business and service networks, though not new, are becoming increasingly important.

Internal Networks. In large-scale organizations typical of big business or big government, the pyramid shape of the structure is flattening. Where power and knowledge ordinarily are concentrated at the top and rigid work rules reign throughout, managers are relinquishing control of work processes down the line to autonomous teams of workers. The work teams, operating at the point of production, service delivery, and customer interface, are being empowered with more direct responsibility for quality control and production decisions. The new role of managers is to provide organizational integration and to monitor outcomes. The work teams are small networks that are the internal building blocks of larger networks within an organization.

External Networks. In turn, whole organizations become part of an external network made up of other organizations that are its suppliers, customers, regulators, and financial backers. Individual organizations no longer compete as such, but as members of competitive networks. The competitive success of the network depends more on the ability of the partners to work together than on their separate performances. If automobiles don't sell, for example, the rubber, steel, plastic, and electronics companies that are part of the network are also in trouble.

In the same way that giant enterprises are joining together to integrate what they know and what they do, so are the small ones typical of the professions, small firms, and fragmented industries such as health care. Even individual entrepreneurs—doctors, lawyers, accountants, and others traditionally self-employed—are forming information networks and joining larger trade and professional organizations to improve performance. Physicians in private practice are declining, for example, with more of them working in group and health maintenance organizations. Or consider the mom and pop retail outlets that now are joining franchises and chains.

Whether large or small, work structures are assuming a common format of flexible, interdependent networks of people, work teams, and organizations, with information flowing back and forth between management, designers, suppliers, customers, and all those in between. How fast is all this happening? Not fast. Internal and external networks in America

(Cont'd on p. 8)

NEW ECONOMY

(Cont'd from p. 7)

are in their infancy, the report says. It takes a look at 13 core industries to show how they are dealing with these developments and where they stand in the spectrum of change. These include the automotive, food, chemical/pharmaceutical, commercial aircraft, consumer electronics, the chip, computer, machine tool, wholesale and retail, health care, housing, apparel, and financial services industries.

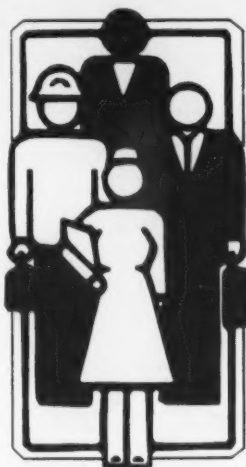
Trends in U.S. Jobs

The new economy will likely create jobs in the aggregate but they will be distributed unevenly, the report indicates. The most noticeable trend will be the continuation in the shift toward service work. Manufacturing jobs will decline by some 300,000 and extractive jobs in mining and agriculture will decline by a similar number. Service jobs are expected to increase by almost 17 million. Retail service jobs are the fastest growing category, projected to increase by more than three million in the 90s. Computer services are the fastest growing business service category. Demand for all computer-related occupations will grow by almost 5% a year, compared with an average total job growth of 2.3% a year in the 70s and 80s.

Job growth will be in the population centers of metropolitan areas, mostly on the two coasts where population density is greatest. The fastest growth will be in the large enterprises that are trying to use organizational networks. Moreover, more than ever before, learning will be the factor that determines earnings. People with the most education and access to learning on the job will do the best, those with the least will do the worst. (Workers who get formal training on the job have a 30% earnings advantage over those who don't.)

In the new economy, higher education standards will be the norm for entry level jobs. Where a high school diploma has long been the minimal standard, it is fast becoming high school plus two years of postsecondary education. Furthermore, hard work alone will no longer guarantee upward mobility. A person will no longer start out in the mailroom and wind up a senior manager or more because upward mobility will require educational investment. Workers must first acquire the credentials to get the job, and then experience will be the lever that pushes them up the career ladder.

Though women still have lower status than men in most work organizations, the gap in earnings between them declined during the 80s, from 64% to 59%. This is because women have been more aggressive than men in pursuing schooling and participating in formal training at work, says the report. The new economy will produce further progress in women's wages. The progress of minorities, however, has been stalled. While education is increasingly important for access to jobs and jobs with training opportunities, the educational attainment of minorities has not kept pace with that of the majority population. Blacks are disproportionately represented in dead-end clerical jobs, in manufacturing jobs at risk in the new economy, and in low-wage service jobs. But they are well positioned in some occupational areas that will survive and provide career ladders, especially in health care and as computer operators. Hispanics comprise 10% of the nation's service workers, chiefly in low-wage food and household services, agricultural jobs, and



jobs at risk in manufacturing. But they too are well positioned in certain areas—e.g. engineering and scientific technicians, marketing and sales workers, computer operators, and mechanics.

The number of available entry level workers is declining rapidly, while at the same time these potential workers are coming increasingly from populations where human capital investment has been insufficient. As a result, the cost of developing workers with necessary skills is also growing. But Carnevale predicts that the nation's economic necessity will force more equal economic opportunity as well as greater willingness by government and employers to make the necessary investment.

Finally, the new economy marketplace will result in decreased job security with individual employers, while increasing the mobility and transferability of workers. Wise workers will thus become more "loyal to their skills" and less loyal to individual employers. The trend will be toward greater use of a core workforce with permanent status and a peripheral workforce of part-timers, temporaries, consultants, and suppliers of business services. In turn, this flexible workforce will need expensive new benefits geared to workers on the move, such as portable training, portable pensions, and portable family services like day care and parental leave.

New Skills Required

Ultimately a whole new set of skills will be required for work in the new settings. They will be both deeper and broader than presently required, and workers will need a reserve skill capacity beyond the requirements of the job they hold. Here is why:

To begin with, the way organizations accumulate and use knowledge in the new economy will be different. In the old organizational structures, the emphasis was on learning from the outside in. Major research breakthroughs in theoretical knowledge came from universities and government think tanks, and businesses focused on developing basic research into products and services. In the new structures, there will have to be greater emphasis on learning from the inside out, balancing external research with more internal development.

Moreover, the classic model of top-down learning is on the way out. In the old structures with their

sharply divided labor forces, knowledge was concentrated at upper levels of white collar and technical elites, and carried out by narrowly skilled workers at the bottom. The new work structures will emphasize reliance on incremental learning. They will balance learning from the top down with learning from the bottom up, at the point of dealing with suppliers, making the product, delivering the service, or interacting with the customer. In the organizations of the new economy, learning has to be ongoing, fluid, and pervasive throughout the organizational structure, not only for the college educated white collar and technical workers but for those with less schooling who fill the jobs on the lower rungs of the ladder.

Jobs Growing More General

In essence, jobs are growing less specific, more general, and more overlapping. The same is true for the skills needed to do them. A primary requirement in the new economy is for workers with the flexibility to adapt to rapidly changing, varied, and often ambiguous situations. Expanded scope of action on jobs requires the ability to juggle a variety of responsibilities and tasks. This calls for the capacity to learn, solve problems, and be creative. In the new flexible networks, employees need interpersonal skills to get along with customers and co-workers; listening and speaking skills for effective interaction; negotiation and teamwork skills to be effective members of working groups; leadership skills to take charge when work teams need to move ahead; and organizational skills to effectively use the work processes, procedures, and culture of the employer institution. To handle the greater autonomy provided by both the flexible organizational formats and the release from repetitive tasks provided by technology, employees need self-management, goal-setting, and motivational skills.

The latter skills also apply to what will be needed for personal and career development, because a greater share of workers will change employers and jobs more frequently throughout their working lives. It needs noting, too, that the expanding role of technology does not mean a reduction in human contributions. On the contrary, technology is raising the ante in skill requirements. The new information and communications technologies add to learning requirements by increasing the volume and flow of information. What's more, each employer's technologies, human-machine combinations, and products are unique, thus increasing the role of the human element.

These essential skills fall into six categories: (1) *reading, writing, and computation*; (2) *learning to learn*; (3) *communication* (speaking and listening); (4) *adaptability* (problem solving and creative thinking); (5) *developmental skills* (self-esteem, goal setting, motivation, and career development); and (6) *group effectiveness* (interpersonal skills, negotiation, and leadership skills). Carnevale discusses each of the specific skills in detail and presents guidelines for training in each area.

An emphatic message of the report is that whatever the skill, *competence must be measured in the context of job requirements, not classroom learning*. In writing skills, for example, what is wanted is not the traditional classroom approach which focuses on full development of thoughts and creativity, but the distillation of information in formats that may ignore the academic standards, and that requires brevity, clarity, and accuracy.

The same applies to computational skills which also will be needed at higher levels. The new organizational networks are being integrated by shared information systems that rely on quantitative measures of markets, performance, and quality. Increasingly, customized products and services require employees to constantly reset quantities and dimensions for production and delivery. The flexible technologies require mathematical skill for their capabilities to be completely used. Most Americans are computationally literate, but they can't apply what they know. In school, math is taught as an end in itself. At work, computing skills need to be contextually applied. The focus is on the use of math to solve problems.

Comparing us to our global rivals, Carnevale says that "our competitors carved a more applied point on their intellectual pencil, focusing scarce financial and intellectual resources on real-world questions In contrast, American schooling sequesters students from the real world, breaks knowledge down artificially into theoretical disciplines, breaks disciplines down into component pieces, and demands that students commit fragments of knowledge to memory. Applications are reserved for pen-and-pencil exercises at the back of the chapter. Interdisciplinary applications are rare, and applications in the context of working groups are even more rare."

Needed: A Commitment To Training

Study after study shows that the American workforce is woefully unprepared for current workplace needs, let alone the more demanding requirements of the new economy. Repeated calls for school

reform so that our education system can turn out a more knowledgeable populace better prepared for the world of work, have thus far had little effect. *But even school reform, crucial as it is, could not come to the rescue soon enough.* It could not help adults presently in the workforce, the vast majority of whom will still be on the job in the year 2000 and well beyond. (By the year 2000, if present trends continue, Canada, Germany, France, Norway, and Belgium will have overtaken us in overall productivity.)

Yet only some five percent of American companies presently agree that there is a skills gap. And only 15,000 employer institutions provide any formal workplace training. This represents a mere one half of one percent of America's 3.8 million companies. The vast majority of Americans—an enormous 90%—get no formal training whatever from their employers, says Carnevale. What training there is, is unevenly distributed. It follows the old education pattern of "the more, the more": those who have more education get more of it, while those with less get less. Moreover, about one in every five college graduates receives training from an employer, compared to only one out of every 13 employees who have not gone to college. Furthermore, the non-college bound receive second-rate schooling, no applied learning experience, and relatively little responsibility or opportunity to develop on the job.

This maldistribution of training is especially harmful at a time when flexible institutions and technologies require equally flexible and skilled workers at the point of production, and at the interface with the customer, where non-college

employees are concentrated. *The irony is that all the research shows that training pays.* More than half the productivity increases in the U.S. between 1929 and 1989 were due to learning on the job—the most important of all factors in boosting production. Furthermore, people trained formally in the workplace have a 30% higher productivity rate.

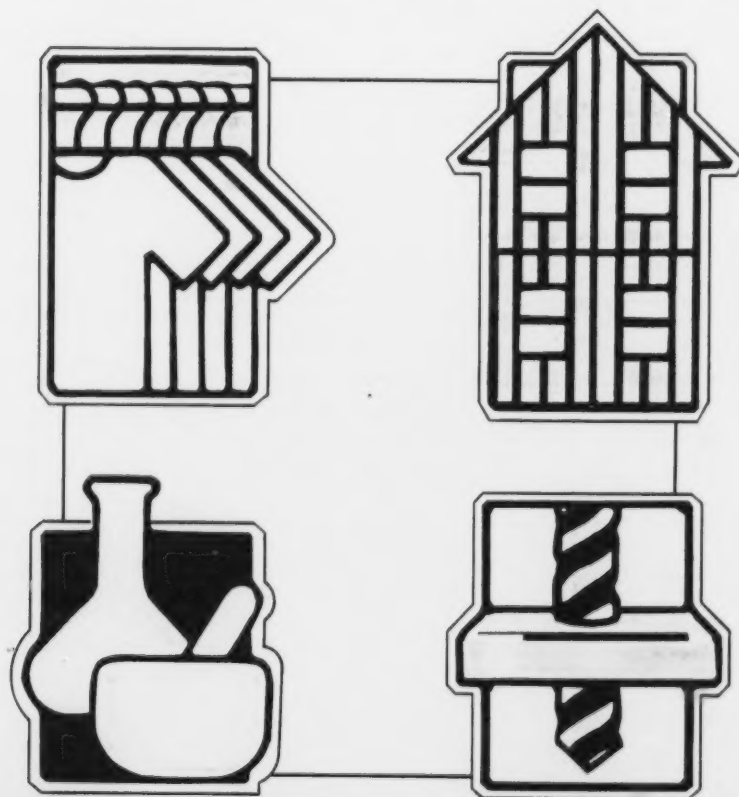
The overall U.S. commitment to training is about 1.4% of payroll on average, indicates Carnevale, though recent ASTD research shows that many of the companies committed to meeting the new competitive standards spend substantially more, anywhere from 3-6%. This 1.4% average compares unfavorably with the Europeans and Asians who commit significantly greater resources than we do to learning at work.

A major obstacle standing in the way of greater U.S. commitment is the attitude of American employers. The majority are still using 19th century "lean and mean" work strategies that do not require higher skills, hence they see no training problem. Most do not yet perceive the direction of current economic trends which calls for a different approach to the development of human resources. This attitude is a legacy of the mass production system in the U.S., unquestioned for decades because it was so successful. With work broken down into the simplest possible tasks which were relatively easy to learn, it was easier to replace a worker from a large and cheap labor supply than to cultivate his or her skills.

There are other barriers as well. Change is slow, the report notes, because of our individualism, because old habits die hard and it is difficult to trade competition and adversarial habits for cooperation. Labor-management friction is hard to overcome, and government-industry relationships are stuck in old patterns. We are weakest in using assets outside the private economy sector to complement the efforts of private networks: the nation's R&D, educational, and governmental institutions remain aloof and are underused for private production and service delivery. Most important are entrenched attitudes that still view workers and suppliers as costs to be reduced rather than assets to be developed. And then there is the big question of who should pay.

"Other nations face many of the same obstacles," says Carnevale, "but we move into the new economic era with the additional burden of our past successes." It was we who set the standards in the old economy, but that is no longer the case. America's prospects in the new economy will depend on our ability to break through the barriers and to shake off the dead weight of our past successes.

(A single copy of the full report is available free from ASTD Customer Service, 1640 King Street, Box 1443, Alexandria, VA 22313, 703/683-8129. Multiple copies are priced according to volume.) ■



CORRECTIONS

Single copies of *Achieving National Literacy by the Year 2010: A Call To Action* (Tools Item #1, BCCL April 1991 Newsletter, p. 7) are available from Annette Laico, Education and Literacy Initiative, United Way of America, 701 North Fairfax Street, Alexandria, VA 22314-2045, (703) 836-7100.

The Center for Workforce Education (News In Brief, p. 5, BCCL April 1991 Newsletter) is a unit of Laubach Literacy International, not Laubach Literacy Action.

NGA'S STRATEGIC PLAN



The National Governors' Association recently issued *Excellence at Work: A State Action Agenda*, a 28-page guide of state-level strategies for improving productivity and competitiveness and bringing excellence into the workplace. The report is based on discussions held by members of the NGA's Excellence at Work Forum with business and labor leaders, the education and research community, and state policymakers during the summer of 1990. In general, the guide encourages state governments, with governors in the lead role, to integrate their states' human resource, economic development, and job training services in order to bring about increased workplace productivity. More than two dozen specific strategies are offered as a way to achieve five broad goals: creating high-performance work organizations...facilitating the use of new technology and modern management practices... investing in workforce development... and ensuring that workers have necessary child care services and access to affordable health care coverage. The specific strategies are these:

- **Modernization.** Promote the concept of total quality and provide education and technical assistance to firms implementing quality improvement programs. Encourage the development of participatory workplaces. Develop a state delivery system that links technology, management, marketing, financing, and training assistance for small and medium-sized firms. Organize state business assistance service for groups of firms, not individual establishments. Support the creation of industry-managed intermediary organizations. Promote collaboration among firms. Ensure that small firms have access to information on domestic and foreign markets.
- **Technology.** Make technology diffusion an integral component of state development strategies. Link technological assistance with training, marketing, and management assistance.
- **Financing.** Redirect state development financing programs to include funding for modernization. Create new financial institutions or mechanisms to make higher risk capital available for modernization.
- **Workplace Quality.** Establish an ongoing dialogue with employers to define changing workforce competency standards and to reach consensus on skills levels needed by new and current workers. Help businesses plan, conduct, and evaluate retraining programs as an integral component of company efforts to achieve productivity and competitiveness gains. Use customized training programs to provide financial incentives to companies that undertake quality work-based retraining programs on a scale and timetable that otherwise would not occur. Cluster the training needs of small and medium-sized firms. Work with employers and educators to expand opportunities for structured work-based learning. Promote better integration of workforce preparation services. Establish measurable perfor-

mance standards. Create a common framework for skill assessment within the public and private sectors. Promote informed consumer choice to encourage system responsiveness and efficiency. Strengthen counseling, assessment, and information services.

- **Employment Support.** Encourage the development of insurance and employer arrangements that facilitate the provision of employer-based health insurance. Develop a comprehensive policy for employer-sponsored child care, and help employers establish job-site child care centers. Revise labor standards policies to account for emerging employee-employer relations. Develop family-responsive employment policies.

(*Excellence at Work* is available for \$15 prepaid from NGA Publications, 444 North Capitol Street NW, Suite 250, Washington, DC 20001-1572, (202) 624-5300.)

TOOLS OF THE TRADE



Workforce & Workplace Literacy

[1] Evaluating National Workplace Literacy Programs, by Thomas Sticht of Applied Behavioral & Cognitive Sciences, Inc., is a new publication about how to handle evaluation of programs receiving U.S. Department of Education National Workplace Literacy Program grants. It is designed to help grant recipients meet the Department's requirements and shows how to relate the evaluation to criteria used in preliminary program planning. The paper is available free from Adult Learning and Literacy Clearinghouse, Division of Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, (202) 732-2396.

[2] Functional Context Education: Workshop Resource Notebook contains materials used in a Functional Context Education Workshop developed by Thomas Sticht of Applied Behavioral and Cognitive Sciences, Inc. with Ford Foundation funding. The Notebook graphs statistical information about literacy, employability, and productivity in the U.S.; provides background information about functional context education and how it may be applied to instructional programs for adults; and presents three case studies to help guide program developers. The Notebook was originally available from the author (and listed in BCEL's January 1990 Newsletter) but is now available for \$25 from the Institute for the Study of Adult Literacy, College of Education, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801-4756, (814) 863-3777.

[3] Three papers from the Conference on JOBS and Education in the South, held in Atlanta in March, will be helpful to those working to imple-

ment effective JOBS programs around the country. They are *JOBS In The South: The Impact of Low Welfare Benefits and Low Education Levels*, by Mark Greenberg and Julie Strawn; *JOBS in the South: A Review of Initial State Data*, by Mark Greenberg, Julie Strawn, and Sam Stephenson; and *State Profiles: Statistics Related to JOBS Implementation in the South*. The ten states studied in the papers are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. Each paper is \$3 from the Center on Budget and Policy Priorities, 777 North Capitol Street NE, Suite 705, Washington, DC 20002, (202) 408-1080.

[4] Managing Greater Washington's Changing Work Force: Keys to Productivity and Profit, by Mary Lou Egan and Marc Bendick, Jr., is a new report from the Greater Washington Research Center. The publication outlines recent changes in the Washington, D.C. labor market (today only 29 percent of employed persons in the D.C. area are "white, native-born, non-disabled males, or prime working age"), examines businesses' perceptions about these changes, and highlights new approaches that some firms have found to deal with the changes. It also discusses techniques for recruiting and retaining workers — e.g. redesigning jobs, providing on-site child care, and offering flextime arrangements. The report finds that most firms in the area "are reacting more slowly and less flexibly than the dramatic and permanent [workforce] changes they face now require." Available for \$25 from the Greater Washington Research Center, 1717 Massachusetts Avenue NW, Suite 403, Washington, DC 20036-2076, (202) 387-0900.

[5] Pressure Rising: Health Care Employment in the Bay Area, 1987-1995 is the published proceedings of a 1988 conference sponsored by the Bay Area Council, the Hospital Council of Northern and Central California, and the California Employment and Development Department. The report identifies employment trends and the occupational outlook for the health care industry. It predicts that there will be a severe shortage of health care workers in the Bay Area and presents an action plan for addressing the problem. It also provides a directory of health care occupations and identifies the skills and training required for each. Available free from the Bay Area Council, 200 Pine Street, Suite 300, San Francisco, CA 94104, (415) 460-5444.

[6] Workforce Education Programs in Florida, a recent publication from the Florida Department of Education, is a county-by-county directory of workforce education programs in the state as of 1990. Each entry includes the program contact and address, a business/industry affiliation, and information on the target group served, the nature of the program and its costs, and services available to students. For a free copy write to John Lawrence, Bureau of Adult and Community Education, Department of Education, 325 West Gaines Street, Room 1244, Tallahassee, FL 32399, (904) 488-8201.

General Program & Curriculum Development

[7] Autoskills Component Reading Subskills is a computer program designed to diagnose students' specific strengths and weaknesses, prescribe and provide suitable remediation while reinforcing their strengths, and track and evaluate their progress. The program has separate components for reading (visual matching, audiovisual matching, and oral

reading), reading comprehension, and writing. Instructors can tailor the program to their students' needs by editing or adding new reading comprehension passages. Students go through each subskill area in a particular domain, mastering that before proceeding to the next higher level. Although originally designed for use in schools, components have been added to make the program suitable for adults. It can be used with ESL, learning disabled, and general literacy students. Its best use may be in conjunction with other materials that promote an interest in reading. The program has won awards from the International Reading Association, the Orton Dyslexia Society, and the International Correction Education Association, among others. It runs on Macintosh computers and on IBM MS-DOS and compatible computers with an added voice adaptor (Artisoft or Street Electronic). A single copy of the program is \$595, and the 30-user network version \$4,995. For further information, contact Autoskills International, 331 Cooper Street, Suite 201, Ottawa, Ontario, Canada K2P 0G5, (613) 235-6740 or (800) 265-7633.

8 Changing the Rules: Teaching Math to Adult Learners, from New Readers Press, is a new resource for teaching math to adult literacy students. It includes a 28-minute staff development video and *Viewers Guide* for teachers. The video is \$75; the guide comes in packages of ten at \$19.95 each. Another New Readers Press issue is *Math for the Real World*, a two-level remedial math program for adults which emphasizes practical applications by using everyday situations in the problems and examples. Student workbooks are \$6 each; an accompanying teacher's guide is \$5.25. Order from New Readers Press, Box 131, Syracuse, NY 13210, (800) 488-8878.

9 The Delmar Occupational Learning System (DOLS) Mastering Reading Series is a new functional context reading program for adults. The program combines the teaching of reading, thinking, life, and occupational skills for entry level jobs in food services, health care, manufacturing, office work, and commercial truck driving. The first two books in the health care series, for example, deal with skills needed to cope with personal health needs, while the last two help prepare students to become nursing assistants. There is a different series for each occupation, each series containing a set of four student workbooks and a *Teacher's Resource Book*. The reading levels of the books progress from grade 3 to grade 7. Each set of four workbooks is \$39.95 (or \$10.95 singly). The *Teacher's Resource Book* is \$15. For information or to place an order contact Delmar Publishers, 2 Computer Drive West, PO Box 15015, Albany, NY 12212, (518) 459-1150 or (800) 347-7707.

10 How To Start an Effective Adult Literacy Program, by Maureen Schild, is a concise manual that guides organizations through the process of starting an adult literacy program, from the initial decision to take the step, through hiring staff, training tutors, and enrolling students. The book contains worksheets that help readers apply the information to their specific circumstances. Available for \$12.95 plus \$2.50 shipping prepaid from Literacy Volunteers of New York City, 121 Avenue of the Americas, New York, NY 10013, (212) 925-3001.

11 Principles for Effective Literacy and Basic Skills Programs, a new publication from the Massachusetts Interagency Literacy Group, sets forth the attributes that a basic skills program must have

if it is to succeed. The booklet's clear statement of basic principles and its succinct guidelines should be of great value in planning and evaluating programs. A limited number of copies are available free from the Department of Employment and Training, Charles F. Hurley Building, 19 Sanford Street, Boston, MA 02114, (617) 727-6480.

Family Literacy

12 A Guide to Funding Sources for Family Literacy is a new publication from the National Center for Family Literacy. It provides advice on how to locate and secure funding for family literacy services from public and private sector sources. It also explains how to write and present a funding proposal. Available for \$5 from the National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202, (502) 584-1133.

13 Stories for Parents is a new series of six parenting books for students reading at grade levels 1-3: *Angry Feelings, Changes and Choices, Johnson and Son, Making It Right, Reading Together, and Why Does Baby Cry?* Each 44-page book contains from three to six stories dealing with difficult situations in which parents may find themselves. The stories are presented in a way that encourages parents to think about the issues, relate them to their own lives, and find solutions. The books are \$2.50 each or \$11.95 for the set of six. Contact Contemporary Books, Department F90, 180 North Michigan Avenue, Chicago, IL 60601, (312) 782-9181 or (800) 621-1918.

And Highlighting...

14 BCEL's January 1991 Newsletter reported on a highly successful program in Little Rock, Arkansas in which truck drivers were prepared to pass the Commercial Driver's License test. The curriculum for that program was developed jointly by the Literacy Council of Pulaski County (now Literacy Skills Partners) and the Little Rock Municipal Water Works, under the guidance of Performance Plus Learning Consultants. In the intervening six months, Literacy Skills Partners has been modifying the curriculum for national dissemination. It is now available as *The Passing Lane: Strategic Study Skills for the Commercial Driver's License Tests*. The 1100-page curriculum prepares truckers for the CDL exams while developing the reading skills they need to use the CDL Manual. While it is meant to be used in conjunction with the manual, other job materials may be incorporated into the program. There is a Basic Course for students reading below the 6th grade level and an Intermediate Course for students at 6th-9th grade levels. Each course interweaves lesson plans for instructors with worksheets and other materials for students. (Instructors reproduce copies of the student materials for each class member.) Each course covers the same sections of the CDL Manual in the same order. The package is three-hole-punched and shrink-wrapped for insertion into a 3-inch binder. Available (binder not provided) for \$200 plus \$10 postage and handling from Literacy Skills Partners, 110 West 13th Street, Little Rock, AR 72202-4906, (501) 375-7323. Literacy Skills Partners will also conduct one-day workshops for groups of instructors needing help to use the curriculum. For details on the workshops contact Mary Ann Shope at the above address.

CORPORATE LITERACY ACTION

The Donnelley Directory

Donnelley Information Publishing, a company of the Dun & Bradstreet Corporation, publishes Southern California's "Yellow Pages" telephone directories. Last December, Donnelley published *The Yellow Pages in Your Everyday Life: Adult Literacy Instruction ... With the Donnelley Yellow Pages*. Donnelley created the manual in partnership with the California Literacy Campaign, which helped the publisher contact and work with literacy providers during the developmental stages. The San Diego Literacy Network evaluated an early draft of the manual and provided Donnelley with feedback. The manual uses the Donnelley yellow pages to help teach such skills as alphabetization, map reading, and classifying to adult students. It contains instructions for tutors and students as well as reproducible practice pages. Donnelley is distributing the manual free to literacy providers in Southern California. As of early May, the company had given away almost 500 copies. A limited number of single copies are available to readers who may want to use the manual as a prototype. (Other Donnelley literacy efforts include an in-house literacy program and printing public service ads for the California Literacy Campaign in its directories.) For a copy of the manual contact Laurie Engle, Lexicon Communications Corp., 1880 Century Park East, Suite 810, Los Angeles, CA 90067, (213) 553-3900.

R. J. Reynolds Funds Small Business Project

The R. J. Reynolds Tobacco Company has given a \$250,000 grant to Project ENABLE (Eastern North Carolina Adult Basic Skills Lab for Employability) at Wayne Community College in North Carolina. The two-year project, which is being piloted with guidance from an advisory council of 16 small business leaders, was developed by the North Carolina Rural Economic Development Center and the North Carolina Department of Community Colleges. It aims to help employees of small businesses in the area improve their job and academic skills in order to keep up with changes in the workplace — and thereby increase productivity. All instruction is computer-assisted, and one-on-one tutorials are offered to

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students who cannot read or have other special needs. To recruit businesses and students, a Project ENABLE representative gives presentations to small business owners who in turn refer their employees. For more details, contact Marcellette Morgan, Wayne Community College, Caller Box 8002, Goldsboro, NC 27530, (919) 735-5151.

Building Basic Skills At Cumberland Hardwoods

Cumberland Hardwoods, which last December was awarded the first Outstanding Literacy Program award of the American Association for Adult and Continuing Education, is a small manufacturer of parts for furniture and kitchen makers. The company is based in Sparta, Tennessee, and has 114 employees. Due to national and international competition, a few years ago Cumberland was faced with either going out of business after 40 years or making a multi-million dollar investment to modernize its equipment. It opted for the latter, only to discover that many of its workers lacked the basic skills needed to learn and operate the new equipment.

Thus, in September 1989 the company established, and provided start-up funding for, an on-site technical and basic skills program. Working with the Tennessee Adult Education Department and a full-time outside consulting project director, Cumberland developed a curriculum to improve not only basic reading and writing, but also oral communications skills, computing, and problem-solving ability.

Job-specific instruction was at the heart of the overall program. Janet Davis, Human Resources Manager, says that "we stress basic skills before we teach technical skills. In some cases we have total non-readers in the program."

Group classes are held in the plant from 3:30 to 5:15 p.m. Monday through Friday. A nearby learning center located in a trailer is open to the workers all week and on Saturdays. Students are grouped according to their abilities and skill levels. Two part-time teachers from the county adult education program and two full-time teachers hired with U.S. Department of Labor funds conduct the classes, and employees are given released time to participate (their spouses can also attend). Cumberland managers also tutor employees in job-related terminology and technical skills using company manuals. An independent adult education specialist from Memphis helped develop the program and ran intensive seminars to train employees as basic skills tutors. A number of non-education support services help to ensure program participation and employee development: an on-site child care center, help in developing parenting skills and in managing stress and crisis, and a referral service for employees wishing to pursue further education.

When the basic skills program first started, cash incentives were offered to encourage employees to sign up, but as it progressed workers were eager to upgrade their skills and began to come willingly on their own. According to Davis, more than 95 percent of Cumberland's employees are now involved, with managerial and supervisory staff taking part in classes along with non-exempt

employees. Some 20 percent of the participants have already earned GEDs.

(For more information contact Janet Davis, Human Resources Manager, Cumberland Hardwoods, PO Box 6368, Sparta, TN 38583, 615-738-5264.)

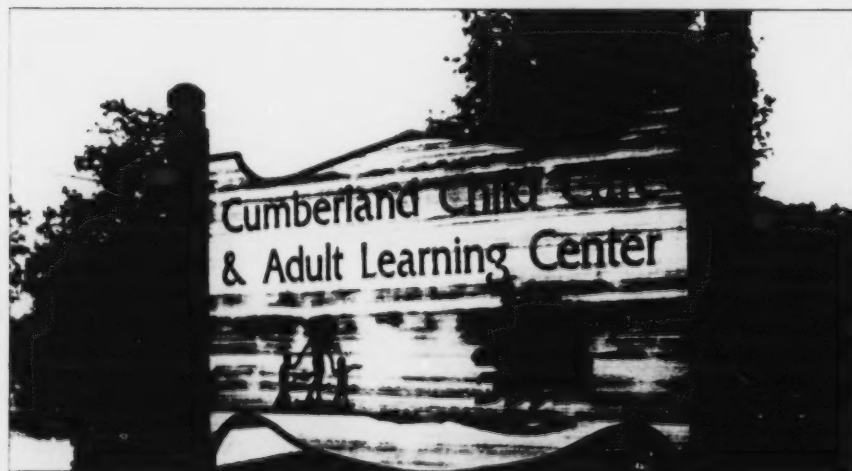
GE Aircraft Engines & Burlington Electric In Workplace Project

About two years ago, General Electric Aircraft Engines (GE) in Rutland, Vermont, began to redesign its work processes. The new procedures, which involved work teams and the use of multiple skills by all shop floor employees, revealed that some workers at the plant had literacy problems that affected their performance. GE went to the Vermont Department of Adult Basic Education (ABE) for help. At about the same time, Lexlcon Systems, a software developer in Sharon, Vermont, had contacted ABE about working with them to implement its "Responsive Text" software in adult literacy programs. The three groups decided to work together on a new workplace program that would provide basic skills services to employees of the two companies while testing the Lexlcon approach to workplace literacy instruction. Financial and in-kind support came from the U.S. Department of Education, the two companies, and Apple Computer.

The software, which runs on Macintosh computers using Hypercard, was developed specifically around the training needs of the two companies, drawing in part on manuals and other workplace materials already in use at GE. "Responsive Text" is also built around the background knowledge and vocabulary that workers already have so as to enhance learning, job performance, and motivation. The Lexlcon system of instruction lets students hear the words they read, gives background information about technical terms, and provides periodic summaries and check-up questions.

The program began in July 1990 at General Electric and in January 1991 at the McNeil Power Plant of Burlington Electric. It teaches job-related reading skills from basic to pre-college levels. It also teaches writing skills to more advanced students. Computer instruction is supplemented with classroom teaching of reading comprehension skills. The companies and the provider groups jointly interviewed and selected the teachers (there are two). Workers are given released time for their participation, with five hours of classes provided weekly to small groups of students during all three shifts.

Although it is too soon to formally evaluate



the program, an early unexpected outcome has been that some students have been asking for help in writing ideas for the company suggestion box on how to make improvements in the manufacturing process. Any ideas adopted trigger a cash award. Prior to the program the employees were reluctant to submit ideas because of poor writing skills. The program has also uncovered a need to rewrite many of the standard training manuals being used by the companies so that employees can comprehend them without the intervention of instructors and supervisors. For more details, contact Judy Lashof, Project Director, Vermont Department of Adult Basic Education, 128 Merchants Row, Room 205, Rutland, VT 05701, (802) 775-0617.

Winamac Spring

The Winamac Spring Company, which has a workforce of some 360 people, is a small business located in Winamac, Indiana. The company manufactures heavy duty springs for trucks, tractors, and trailers. Because it is in a relatively isolated rural area, few local training opportunities are available. To make up for that lack and to help upgrade workplace safety, productivity, and product quality, the company decided to provide an on-site workplace program to its 225 hourly workers in cooperation with the El-Tip-Wa Adult Career Center of nearby Logansport. The program, which opened its doors only last October, is funded by a National Workplace Literacy grant of \$140,000 from the U.S. Department of Education and matched equally by in-kind contributions from Winamac Spring. The company has built a classroom and equipped it with a television, a videocassette machine, and 10 personal computers. El-Tip-Wa designed the curriculum and provides a project coordinator and teaching assistant. The program serves a wide range of educational needs ranging from basic skills to higher workplace development levels. Most employees, those not needing basic skills help, are being given traditional classroom instruction. Low-skilled employees are getting computer-based instruction, using a program that teaches at different reading, English, and math levels. The curriculum focuses on skills that underlie job specific tasks such as charting gauge and control charts associated with statistical process control, reading blueprints and manuals, and completing accident reports and other forms. Employees are given released time to attend class once every two weeks (in groups of 12-16) and they can remain enrolled indefinitely.

All workers are free to spend time on the computers outside of their work hours and when the computers are not in use for classes. Although the federal grant will expire at the end of this year, Winamac Spring plans to continue the program on its own. For further details contact Joe Holmes, Personnel Administrator, Winamac Spring Company, Highway 14 West, PO Box 160, Winamac, IN 46996, (219) 946-6121.

America Works: A Pre-Employment Program Where All Parties Make Money

America Works is a private employment agency that specializes in preparing welfare recipients for and placing them in entry-level jobs in the private sector. Founded in 1985, the agency presently has offices in Hartford, Connecticut, and New York City. Its services are offered under state government contracts in those two states. The program works like this: Welfare recipients judged to be promising employment prospects are brought into two- to eight-week orientation and pre-employment training workshops. During this time, they are taught the demeanor and dress codes needed for the workplace and they get brush-up help with job skills they already have. They also receive personal counseling, take part in activities designed to build self esteem, and get help with child care, housing, and transportation problems. When this phase of the program ends, the trainees apply for actual jobs — such as receptionist, administrative assistant, stock clerk, bookkeeper, and electronic assembler — on the basis of pre-arranged agreements with employers, most of which are small businesses. For the first four months of employment, considered a try-out, the salary and benefits of all new workers accepted by the businesses are paid directly by America Works, whose staff closely monitors each person's progress through weekly worksite visits, providing counseling and other support services as needed. America Works receives payment from the employers of \$6.50 an hour per employee, which roughly covers its costs during this time. Beyond that, each of the two states pays America Works \$5,000 for every person who is still employed after seven months and thus likely to be permanently removed from the welfare rolls. The fees represent a substantial savings over what the states would otherwise spend for continued welfare payments (some \$12,000 or more annually for a family of three). The businesses that use America Works' services also save money. Not only are their payments to America Works lower than the

costs of recruiting and training workers themselves, but they receive a federal tax credit for each welfare recipient they hire. America Works' success rate is very high. According to an official there, about 65 percent of the people who enter the training program complete it and go on to get jobs. Some 70 percent of those hired make it through the trial period. And 90 percent of these people are still on the job after one year, making an average annual wage of \$14,000. [Editor's Note: The program is not designed for people who lack basic skills; in fact low-level readers are screened out by the application process. Moreover, no attention is given to the future educational needs and job growth prospects of those who are served.] For more details contact Risa Greendlinger, America Works of New York, 704 Broadway, New York, NY 10003, (212) 529-2900.

United Electric Controls

The United Electric Controls Company is a family-owned business which manufactures temperature and pressure instruments for chemical plants, refineries, fast food outlets, and other processing industries. The company has a workforce of 450 people, 350 of them based at its headquarters in Watertown, Massachusetts. Headquarters is the site of a four-year-old employee ESL program begun in 1987 with funding from the Massachusetts Workplace Education Initiative. The program began after a supervisor formed an "action center," a process by which small groups of workers come together to solve workplace problems. The problem in this case was that many workers had difficulty understanding job instructions because of their limited knowledge of English. So the group conducted a survey which confirmed the need for ESL help. The result was a collaborative effort in which the Middlesex County Employment and Training Department designed the job-related curriculum and provides the teachers. Classes are given primarily on paid time and meet twice a week for 2½ hours at a time (including the workers' half-hour lunch break). The program is strictly voluntary. It has become an on-going part of the overall business operation and is used as a tool for worker involvement in implementing company strategies. When new policies or programs are introduced in the workplace they are discussed in class. Over the past four years, the program has expanded to include basic skills as well as ESL. As part of the initial funding agreement, the state's role

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has been gradually decreasing. This year United Electric will cover 35 percent of the costs, next year 50 percent, and the year after the entire amount. Contact Fred Ritzau, Vice President, Human Resources, United Electric Controls, 180 Dexter Avenue, Watertown, MA 02172, (617) 926-1000, or Jim Ward, Middlesex County Employment and Training, 14 College Avenue, Somerville, MA 02144, (617) 628-0300.

Indiana Private Industry Council Grants

In late 1990, the Division of Employment and Training Service of the Department of Workforce Development in Indiana, awarded JTPA grants of \$393,552 to five private industry councils in the state to pilot workforce literacy projects. Private industry councils in all 17 service delivery regions of the state were invited to develop proposals and the five funded projects were chosen from the submissions. Grant recipients were the East Central Private Industry Council, Employment and Training Services of St. Joseph County, Kankakee Valley Job Training Program, Hoosier Falls Private Industry Council, and North Central Private Industry Council. The projects all involve partnerships with businesses, labor unions, educational institutions, or other groups. In four of the five projects, the grants have been supplemented by \$226,396 in matching funds. The state is planning a conference this fall to enable other PICS in Indiana to learn from the demonstrations. Contact Carolyn Brown, Division of Employment and Training Services, 10 North Senate Avenue, Room 325, Indianapolis, IN 46204, (317) 232-0607.

Laborers-AGC & College Video Collaborate

The Laborers-AGC Education and Training Fund is the training arm of the Laborers International Union of North America and the Associated General Contractors of America. Since 1969, the Laborers-AGC Fund, which is jointly administered by the two organizations, has provided training through some 74 affiliate centers to its membership throughout the U.S. and Canada. In the late 1970s, it became obvious that many of the union members had reading problems. For the next 10 years, Laborers-AGC worked to encourage these people to participate in the basic skills programs of local literacy groups, largely Laubach pro-

grams. The effort was not a success, primarily because workers were reluctant to admit that they had reading problems — especially to people who might be influential in their getting or keeping a job. About two years ago, Laborers-AGC contracted the College Video Corporation in Bethesda, Maryland, to administer a program that was designed to overcome members' resistance by allowing them to take courses at home using their videocassette machines. In addition to its central role as administrator, College Video was to provide the instructional program. It chose the highly-acclaimed reading and GED programs of Kentucky Educational Television, for which it serves as national distributor. The program, called the "Learn-at-Home Video Program," was first announced in the union magazine in July 1990. Later, Laborers-AGC produced a promotional video tying the literacy skills taught in the program to the job skills members need. Since then, College Video, which directly handles all enrollments (partly to protect worker confidentiality), has had from 10 to 20 inquiries a week, and some 1,200 members have subscribed to the service. Students can call an 800 number at College Video for help. In addition, representatives of one-third of the local Laborers-AGC affiliates have so far established links with local literacy provider groups so that they can refer students in need of extra help to these resources. A survey of students conducted by an independent consultant about six months into the program drew a positive response from the participants. A more

formal assessment is now being planned that will measure students' skills improvement as well as their personal satisfaction with the program. For more details, contact James Warren, Director, Laborers-AGC Fund, PO Box 37, Pomfret Center, CT 06259, (203) 974-0800.

Rockwell Learning Lab

The Rockwell International Space Systems Division in Downey, California, opened a new employee Learning Center in November 1990. The center offers computer-based training and one-on-one tutoring in basic reading and math as well as English, business writing, and computer skills. The Division, which employs about 8,000 people, already provided extensive technical and management training and many students who now use the Learning Center learned about it from instructors in their technical classes. The company also promotes the Center with posters and other materials, but most students are recruited by word of mouth. Volunteer tutors are recruited from within the company. The Center functions as an affiliate of Literacy Volunteers of America, and the tutors are trained by LVA to work with students who have low-level reading skills. Recently, Rockwell provided the Center with over \$100,000 worth of state-of-the-art equipment for running interactive computer-assisted instructional programs. For more details contact Rowland Williams, Literacy Coordinator, Rockwell International Space Systems Division, D/015, MC: AA25, 12214 Lakewood Boulevard, Downey, CA 90241, (213) 922-5029.



Student & Tutor in Rockwell Learning Lab

WHAT OTHER COMPANIES ARE DOING

GRANTS & IN-KIND HELP

Apple Computer, Chamberlain/Queen City Rubber, Gaylord Brothers, Marine Midland Bank, New York Newspapers Foundation, Rocklyn Printing, and The Scotsman Press were corporate contributors to LVA-New York State in 1990.

Canon USA, Miss Center Stage, Tambrands, and Farrell, Fritz, Caemmerer helped underwrite "Recognition Night '91" of LVA-Nassau County (NY). **Amerada Hess, Barton Transit Mix Corporation, Family Heating Service, Grumman Corporation, Northville Industries, Puritan Lighting Fixtures, Quantachrome Corporation, and Supermarkets General Corporation** also were among the organization's 30 corporate donors last year.

The Amarillo (TX) Area Adult Literacy Council recently received contributions from the **Downtown Kiwanis** and the **State National Bank** of Groom.

Eat 'n Park Restaurants, Bell Atlantic, J.C. Penney, People's Gas Company, Pittsburgh National Bank, and Westinghouse Electric are contributing support to "Beginning with Books," a family literacy program affiliated with The Carnegie Library of Pittsburgh (PA).

The **Everett Herald** and Snohomish County (WA) Literacy Coalition sponsored a corporate "Bee for Literacy" in April which raised \$5,000 for local literacy programs. **Alliant Techsystems, Coors Brewing Company, Everett Mutual Savings Bank, Olson's Food Stores, and Viacom Cablevision** were among the ten teams competing.

First Macomb Bank, Consolidated Business, Cushion-Cue-N-Brew, L&L Products, J.H. Malbin & Sons, Party Supply Center and Tri-County Builder's Hardware were contributors to the Macomb (MI) Reading Partners/Literacy Project during the December 1990 holiday season.

D.C. Heath, an exhibitor at the recent International Reading Association Convention in Las Vegas, pledged a matching contribution for every one dollar check donated to Literacy Volunteers of America by attendees visiting the publishing company's booth.

KAKE-TV (Channel 10), an ABC affiliate in Wichita, produced and donated air time for a five-hour "live" telethon on Sunday, March 31, to promote adult literacy in Kansas. **U.S. Sprint** provided a toll-free telephone number for callers wishing to sign on as volunteers, receive help, or make pledges. The broadcast recruited over 400 tutors and students, and raised \$21,000 for the LVA-Wichita Area, Kansas Alliance for Literacy, and Southcentral Kansas Literacy Network. Actor-singer Hoyt Axton and ABC-TV personalities participated in the telethon, which also featured videotapes of adult literacy programs in various settings. Other sponsors included **Arby's, Dillons, the Max Paul Inn, and Donrey Signs**. A separate fund-raiser held in April, the third annual book sale organized by the **Wichita Eagle**, generated another \$7,000 for LVA-Wichita.

Kayser-Roth Hosiery, Inc. held a promotion in February which tied contributions to Literacy Volunteers of America to consumer purchases of its No Nonsense Pantyhose. The promotion resulted in a \$50,000 donation to LVA. Kayser-Roth has also worked with two retail chains, both of which carry its products, to raise additional funds for LVA. These campaigns led recently to contributions of \$5,000 from **Thriftyway** drugstores and \$20,000 from the **Kroger** supermarkets. The promotions are the beginning of a long-term Kayser-Roth commitment to literacy.

Lacks Enterprises, Consumers Power, Michigan National Bank, and Smiths Industries have contributed \$2,500 each to the Kent County Literacy Council to help implement its Literacy Outreach Project in Grand Rapids (MI).

The companies are also providing released time to employees volunteering to tutor in the project.

The **MidAm Bank** and **Ohio Bell** are providing financial support to Read for Literacy in Toledo, and **Romanoff Electric** has donated two computers for use in RFL's instructional programs.

The **Northstar Chapter of the International Association of Business Communicators** and the Minnesota Literacy Council organized a May fund-raising event, "Links to Literacy." The **Mpls/St. Paul** magazine and **Minneapolis-St. Paul CityBusiness** developed questions and answers for the series of word-related contests in which seven corporate teams participated. The proceeds of \$2,500 will help support the Council's statewide literacy activities.

Oxford Book Stores, Doubleday, HarperCollins, Peachtree Publishers, and William Morrow helped stage a "Reading Runs in the Family" festival in Atlanta (GA) in April. Ten percent of the proceeds of the publishers' sales from the event went to support the activities of Literacy Action. Eugenia Price was one of 50 authors, illustrators, and storytellers participating.

Provident National Bank hosted the March open-house reception at the Center for Literacy's new administrative headquarters and learning resource center in Philadelphia. Mayor Wilson Goode and Provident President and Chairman Robert Chappell took part in the ribbon-cutting ceremony. A Spring Recognition Event held by the Center for students and tutors in May was hosted by **IBM**.

Safeway, Coors Brewery, and KGON carried out a "Need to Read" campaign in Oregon last fall. **Security Pacific's** branches served as the collection sites for donated books. The monies raised will help fund family literacy programs in the state this year.

Star Markets, a Boston grocery store chain, is donating five percent of a customer's total grocery bill (exclusive of taxes) to the Boston (MA) Adult Literacy Fund upon presentation of a certificate by the shopper prior to checkout. The certificates can be duplicated and distributed without limitation, but are valid only on certain days.

The **Sun-Sentinel** held an International Literacy Day Breakfast last September to honor outstanding achievers in Broward and Palm Beach Counties (FL).

Literacy groups in a number of southern states are benefiting from the activities of their local newspapers. This summer the **Tennessee Press Association** will be mailing weekly literacy lessons to its members for publication as a public service for adults who want to learn to read. The packets will also contain promotional materials that can be adapted for each locale. The **Greenville (NC) Daily Reflector** recently sponsored a corporate spelling bee on behalf of LVA-Pitt County. The **Tallahassee (FL) Democrat** held a similar event, which raised \$2,000 for Leon County literacy providers.

Time Warner, Capital Cities/ABC, Coca-Cola, Hearst Foundation, New York Life, and Simon & Schuster recently made general operating and/or project grants to Literacy Volunteers of America.

The **Times-West Virginian** is bringing the world of newspapers to adults participating in the Marion County Literacy Program, a collaboration between Literacy Volunteers of Marion County and the county adult basic education program. In addition to donating copies of its daily paper, the **Times** runs ads to recruit students and tutors to the program, carries feature articles on literacy, and covers local literacy events.

Contributors to the May 1991 Walk-A-Thon for the Springfield (MA) Literacy Volunteer Network were **WHYN, Continental Cablevision, Eastfield Mall, New England Promotional Marketing, and the Springfield Marriott**. Three other area literacy groups — the Springfield Library's Read/Write/Now

Adult Learning Center, the Literacy Project, and the Care Center — received a portion of the proceeds from November holiday sales at 20 local bookstores, including the **Emporium, Gilbert's and Metamorphosis**.

PLANNING, AWARENESS, & RESEARCH

Consolidated Edison and Marine Midland Bank, through their financial support of Thirteen/WNET's adult literacy programs, enabled the PBS station to hold a "WORKFORCE LITERACY 2000" roundtable discussion in May. Representatives from New York City corporations and community service agencies discussed initiatives in their area.

A number of national magazines and television talk shows — **Ford Times, Business Week, Ladies Home Journal, Management Review, Newsweek, Parade Magazine, the Joan Rivers Show, and the Sally Jesse Raphael Show** — provided unprecedented coverage in 1990 of LVA activities and of students from a number of its local affiliates.

Hawaii Pizza Hut supported a multimedia "call to action" campaign for the Governor's Council for Literacy during 1990.

The **Montgomery Advertiser** and **Alabama Journal** sponsored the third annual Statewide Literacy Conference held in the state capitol in April. Governor Guy Hunt made the opening address at the morning session, and First Lady Barbara Bush was the featured luncheon speaker.

U.S. News & World Report, in its June 3rd issue, carries a feature article discussing the critical shortage of skilled workers as one of five major issues that small businesses must address if they are to remain competitive in the decade ahead. Examples of successful in-house apprenticeship programs and a job-related training effort funded by several manufacturers are put forth as possible solutions.

EMPLOYEE BASIC SKILLS PROGRAMS

BeeGee Shrimp, Citrus Hill Manufacturing Co., and Walt Disney are only three of many private and public sector employers addressing the need for workforce education in Florida's fast-growing economy. **BeeGee Shrimp and Walt Disney** operate programs for workers learning English as a second language. **Citrus Hill** offers its employees an ABE program which includes job-related materials in the curriculum.

Cascade Steel Rolling Mill in McMinnville, Oregon, is operating basic skills and career advancement programs for its employees and their spouses. The **Steelworkers Local 8378** and **Chernaketa Community College** are partners in this effort.

When public monies for the ABE/ESL program in New Bedford (MA) were cut back, three companies — **Eastern Clam Corporation, Stride-Rite Distribution Center, and Codman and Shurtleff** — supplied the funds to continue classes at their worksites. **Stride-Rite** offers its participating employees partial released time, and **Eastern Clam** allows former employees and non-employee fishermen to attend its classes.

The **Exxon Baytown Olefins** plant in Texas has set up an occupational literacy program for its employees in cooperation with the LVA-Sterling Municipal Library. Employees have been trained to tutor their co-workers.

Hoechst-Celanese in Narrows, Virginia, in partnership with the **New Rivers Community College**, initiated a workplace literacy program last fall in which 13 employees participated. LVA-New River Valley assisted the College as an educational provider for the project. As a result of the successful pilot, the company plans to continue offering its workers opportunities for skills upgrading.

Massachusetts Mutual in Springfield, aided by the Corporation for Public Management and Western New England College, has implemented a 16-week workplace basic business skills program, called "Discovery," in which five of its employees and five job candidates are participating. ■

AVAILABLE FROM BCEL

• The **BCEL BRIEF** contains bibliographic, curricular, and program referral information on a specific topic in general and workforce/workplace literacy. Five titles are currently available (\$3.00 each):

- #1 - Selected References in Workforce & Workplace Literacy
- #2 - National Technical Assistance Organizations
- #3 - The Hotel & Food Service Industries
- #4 - The Health Care Industry
- #5 - The Commercial Driver's License Test

• **Workforce/Workplace Literacy Packet** includes a variety of materials that will be helpful to those beginning to investigate the development of workplace programs. It includes a selection of BCEL Newsletters, a collection of newspaper and magazine articles, a reprint of the 1988 *Business Week* feature "HUMAN CAPITAL: The Decline of America's Workforce," Briefs #1 and #2, and other items. (\$15.00)

• BCEL's **State Directory of Key Literacy Contacts** (1991-92) edition is an aid for the business and literacy communities. (\$10.00)

• In the U.S. and Canada, a subscription to the **BCEL Newsletter** is free; back issues are available at no cost for one copy and at \$1.00 a copy thereafter. Foreign subscriptions are 20 U.S. dollars annually, prepaid; back issues for subscribers are \$1.00 a copy, for nonsubscribers \$2.50. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a 54-page resource designed primarily for local literacy programs. (\$15.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers and others wishing to develop job-linked literacy programs in the workplace. (\$15.00)

• **INDEX TO BCEL NEWSLETTERS** is a 20-page organization, title, and name index covering BCEL Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. Supplements will be issued periodically. (\$5.00)

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.25 a copy thereafter.

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$5.00)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (two volumes, one by David Harman, the other by Donald McCune and Judith Alamprese), and **PIONEERS & NEW FRONTIERS** (by Dianne Kangisser) are 1985 BCEL monographs. The two-volume publication assesses short- and long-term needs in adult literacy and recommends specific actions for the public and private sectors (\$15.00). **PIONEERS** assesses the role, potential, and limits of volunteers in combating adult illiteracy (\$10.00).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. All orders must be paid in U.S. dollars. Sales tax need not be added. Mailing is by the least expensive method.

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Business Council for Effective Literacy

1221 Avenue of the Americas - 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

PUBLIC LAW 102-73: The National Literacy Act of 1991



On July 25th, in a public ceremony at the White House, the President signed into law the National Literacy Act of 1991 (Public Law 102-73). Although the richness and many intricacies of this historic new Act cannot be captured in just a few short columns, the Act's major provisions can, and they are the subject of this feature article.

In the Committee Report accompanying the Act, Congress had this to say about its overall intent:

The National Literacy Act of 1991 is a comprehensive approach for improving the literacy and basic skill levels of adults by coordinating, integrating, and investing in adult and family literacy programs at the federal, state, and local levels. The legislation provides for research and quality program delivery. All sectors including public, community-based, volunteer, business, and industry programs are involved in the provision of literacy services. . . . The nation's literacy problems are closely associated with poverty and pose major threats to the economic well-being of the United States. Our future competitiveness and an individual's active participation in the democratic process are severely hampered without an all-out attack on these problems. . . . This legislative effort [will provide] an infrastructure for coordination, research, and planning; upgrading the literacy and basic skills training systems; and investing in the programs assisting adults and families with low levels of literacy.

Here, then, are the Act's major provisions:

Definition of Literacy

The Act defines literacy as "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential." [Ed. Note: This definition is a major advance over prior legislative definitions and most other definitions in use today and could be a major force in helping to shape effective literacy programs at the state and national levels.]

TITLE I —

Literacy: Strategic Planning, Research, & Coordination

The Assistant Secretary of Vocational and Adult Education of the U.S. Department of Education is given responsibility for coordinating all literacy programs of the Department. In addition, the Assistant Secretary is to assist in coordinating the literacy activities of other federal departments and agencies.

National Institute For Literacy

The Act creates a National Institute for Literacy, to be administered by an "Interagency Group" made up of the Secretaries of Education, Labor, and Health & Human Services. It provides that the Secretary of Education may move into the Institute any research and development center, institute, or clearinghouse established prior to the Act whose purpose is related to that of the Institute. The Institute is to have offices separate from any federal agency or department involved in its operation.

A National Institute Board is to be appointed by the President with the advice and consent of the Senate. The Board will consist of ten individuals representing business, literacy service providers, the literacy research community, state and local government, organized labor, and student learners. Board members will be appointed for three-year terms. The Board's role is to make recommendations to the Interagency Group on the appointment of the Institute director and staff and to provide independent advice on the operation of the Institute and its programs. (Until the Board is appointed, for up to 180 days after the Act's date of passage, the Interagency Group is authorized to perform the Board's duties.) If the Board's recommendations are not followed, the Interagency Group must provide a written explanation for its reasons, and the Board may also request meetings with the Interagency Group to discuss its recommendations.

The broad purpose of the Institute is to improve and expand the system for delivery of literacy services. The Committee Report to the Act indicates that "the Institute shall not only be a central repository of information and expertise for federal programs, but also should serve Congress, the states, program providers, [and] business and industry."

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EDITORIAL

by

Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

At press time for our July issue, we could only say that developments on the national literacy legislation were highly encouraging. Now, as virtually everyone in the business and literacy communities well knows, the National Literacy Act of 1991 has finally become law. It has taken a full three years to achieve this legislative breakthrough, and there have been plenty of ups and downs along the way. But we can all be enormously gratified by this historic achievement and take justifiable pride in seeing it signed into law by the President. It was truly an extraordinary alliance among Congress and the business and literacy communities that made it possible. A good many of you in those groups merit special credit but none more so than Representatives Sawyer and Goodling and Senators Simon and Pell, and their very able and committed staffs.

All stand to benefit from the new Act — local and state government, literacy and adult education organizations, human resource development entities, and employers in the public and private sectors. The prospects are indeed exciting, but it is still no time to take anything for granted. If the Act's full potential is to be realized, the way in which it is implemented is of tremendous importance, particularly the National Institute for Literacy. To maximize the Institute's credibility and effectiveness, for example, it is highly desirable that its board be appointed early and have input into major staffing and program decisions. A number of national literacy organizations including BCEL have strongly recommended this to the White House already.

As the final section of our feature article indicates, the U.S. Department of Education will shortly publish in the *Federal Register* its draft regulations for implementing the National Literacy Act, including an invitation for comments from the field. The Department will also be holding several regional hearings. I hope many of you can obtain copies of the draft regulations through your local or state education agency or literacy coalition, and consider attending one of the six regional hearings as listed in our feature article. Your voices made a difference in achieving the National Literacy Act; they can also help shape its implementation.

NEWS IN BRIEF

AACJC's Rural Workplace Project

In March 1990, the American Association of Community and Junior Colleges (AACJC) made one-year Rural College Partnership grants of \$10,000 to 10 rural colleges located in all regions of the U.S. The grants were used to initiate partnership programs with local businesses or job training, civic, or government organizations to bring literacy training to their workers. The business partners represented a wide range of industries including food processing, fishing, farming, trucking, and manufacturing. The grant period is now over. But, at most sites, programs started with the grants are being continued with funding from the business partners. In addition, the grants led to a wide range of positive spin-offs. For example, Southwestern Oregon Community College developed a "portable math kit" that towboat workers can use on the job. Gender Equity in Construction (an association of women in the construction industry) and the local Troll Fishermen's Association have now picked it up, and a paper company is exploring the possibility of doing so as well. The grant to New River Community College in Dublin, Virginia, led to state funding for a full-time employee development director at the College. In May, AACJC and Dallas Community College held a teleconference about the grant projects including pre-recorded video segments describing each of the 10 model programs and a live panel discussion. It then produced a videotape of the teleconference which is available nationally. The video, titled *Rural Workplace Literacy*, is an excellent new resource for colleges, community organizations, and other groups thinking about forming workplace partnerships.

AACJC is now seeking funding to extend its work, building on lessons learned during the first year. For example, important to the success of such efforts is the provision of technical assistance advisors who are "on call" to grant recipients, a greater amount of start-up time to build partnerships in rural areas that often lack resources, and provisions to address transportation problems which can limit participation. (For more information about AACJC's literacy work in rural areas, contact Lynn Barnett, Associate Director, Office of College/Employer Relations, American Association of Community and Junior Colleges, One Dupont Circle



Portable Math Kit Being Introduced to Towboat Worker. Photo Courtesy of AACJC

NW, Suite 410, Washington, DC 20036, 202-728-0219. To order *Rural Workplace Literacy* (\$50), contact Bob Crook, Dallas County Community College District, Center for Educational Telecommunications, 9596 Walnut Street, Dallas, TX 75243, 214-952-0339. [Note: The video is available in two lengths, one covering the entire teleconference, the other a 30-minute edited version. The edited version can also be accessed by satellite on November 19; contact AACJC for information.]

Development Associates Studies ABE Programs

Development Associates, Inc. (DAI), has in process a major national study of literacy programs which receive federal ABE funding. The \$3 million study is being funded by the U.S. Department of Education and was urged by the Office of Management and Budget to help inform Adult Education Act renewal hearings. The project began in September 1990 and will continue through mid-1994, with periodic reports to be issued as each phase is completed. In phase one, local service providers across the country were surveyed, and a sampling of 139 programs, with a combined enrollment of 50,000 students, was selected for the study. The programs range in size from the very small (300 or fewer students) to the very large (20,000 or more). Phase two began this past April and will run for a year. Data is being collected on the characteristics, goals, and literacy levels of the students, and on information gathered by the programs during pre-testing. (An interim report on this phase of the study is due out this month.) In phase three, beginning in April 1992 and for the following 18 months, DAI will track on a

regular basis the number of hours of instruction each learner receives, measuring learning gains at points along the way. Persons who drop out of the programs for any reason will also be tracked, as one goal is to plot out a model of in-take and retention. Six months after students complete and leave their programs of study, DAI will do follow-up telephone interviews with 9,000 of the participants to determine how the programs have affected their work lives and if they have achieved their personal goals for entering the program. (For more information on the study or for copies of DAI's periodic Bulletins, contact Malcolm Young, Development Associates, Inc., 1730 North Lynn Street, Arlington, VA 22209, 703-276-0677 or 800-348-READ; or Rob Barns, Office of Evaluation & Planning, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202, 202-401-0325.)

SCANS Commission Report Issued

In February 1990, the U.S. Department of Labor established the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine how schools can better prepare students for the workplace of the future. [Note: See July 1990 BCEL Newsletter, pp. 3-4.] In June, the Commission released its first report, titled *What Work Requires of Schools: A SCANS Report for America 2000*. The report is based on some 12 months of conversations with public and private employers, employee managers and union officials, and workers. It draws three major conclusions:

- All American high school students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full, and satisfying life.
- The qualities of high performance that today characterize our most competitive companies must become the standard for the vast majority of our companies, large and small, local and global.
- The nation's schools must be transformed into high-performance organizations in their own right.

The report goes on to discuss several specific competencies that the Commission concludes employees must have to perform well in today's workplace. All employees should be able to:

- Identify, organize, plan, and allocate resources of time, money, materials and facilities, and human resources.
- Use interpersonal skills needed to work with others in teams, teach skills, serve customers, lead and negotiate, and work with people from diverse backgrounds.

- Acquire, evaluate, organize, maintain, interpret, and communicate **information**, including the use of computers to process information.
- Understand the interrelationships that underlie social, organizational, and technical **systems**; evaluate the performance of these systems and correct malfunctions; and suggest ways to modify existing systems or develop new ones.
- Select **technology**, apply it to a given task, and maintain and troubleshoot it.

The Commission indicates further that these five competencies depend upon having solid **basic skills and critical thinking skills**, as well as such **personal qualities** as a sense of individual responsibility, self esteem, sociability, self-management, and integrity.

The report includes preliminary suggestions for identifying and assessing levels of in-school proficiency and incorporating the above competencies into the school curriculum. More detailed recommendations will be the subject of a future report. (For more information or a free copy of the report contact the Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 200 Constitution Avenue NW, Washington, DC 20210, 800-788-SKILL.)

Study Documents Intergenerational Transfer Of Literacy Skills

That there is a direct relationship between the literacy and education levels of parents and the learning of their children has been widely documented. But until now no one has documented the changes that occur in children's learning as a result of a parent's participation in a literacy program. Wider Opportunities for Women (WOW), working with Applied Behavioral and Cognitive Sciences, Inc., and with funding from the MacArthur Foundation, recently completed an 18-month study that does just that. The project, called the Intergenerational Literacy Action Research Project, included questionnaires, interviews, and independent case studies. The group studied consisted of 463 low-income mothers enrolled in literacy programs at nine different community sites around the country. WOW has just released a report on the findings, called *TEACH THE MOTHER AND REACH THE CHILD: Results of the Intergenerational Literacy Action Research Project*. The overall conclusion was that the mothers' behavior toward their children did indeed change in relation to school and reading activities

after completing the literacy program. For example, the mothers read more to their children, helped them with homework more frequently, took their children to the library more often, met more with their children's teachers, and helped with school activities more frequently. Moreover, in most cases, according to interviews with teachers, children's grades, reading habits, and school attendance also improved. These and other findings, says WOW, indicate that funds spent to upgrade the literacy and education of mothers pays a greater dividend in children's learning than funds spent solely on remedial programs for children with no attempt to improve the mother's education. (*TEACH THE MOTHER AND REACH THE CHILD* is available for \$15 plus \$4 postage prepaid from Wider Opportunities for Women, 1325 G Street NW, Lower Level, Washington, DC 20005-3104, 202-638-3143.)

Housing Project Builds In Learning Center

The Palmetto Initiative in New Orleans is a recently-completed project in which existing housing units were renovated as a low- and moderate-income housing complex. The effort was undertaken by Michael Vales, a private developer, in partnership with Loyola University, and with construction funding from the city. A learning center, scheduled to open this month, was an integral feature of the project from the very beginning. During school hours, unemployed adults, all residents of the complex, will receive basic skills instruction at the center. After school, remediation will be given to children and teenagers. Later in the evening, the center will again be turned to adult use, primarily serving employed residents who want to improve their basic skills. It will be staffed with a director, two full-time teachers, and students from Loyola University (through the federally-funded "Student Literacy Corps"). Basic operating expenses will be covered by a major private donation and grants from several area foundations. (For more information contact Anthony Recasner, Loyola University, Box 41, 6363 Saint Charles Avenue, New Orleans, LA 70118, 504-865-3460.)

Electronic Network For Adult Educators

The Outreach and Technical Assistance Network (OTAN) is a nonprofit organization which provides technical assistance, staff training, and information to adult education providers throughout California. With funding from the state, for the past year OTAN has been operating an electronic network,

called the OTAN Online Communication System, that allows its users to communicate through an electronic mail system and draw on a database of resources designed especially for adult education practitioners. By mid-1991 the network had over 200 users, including public adult education programs, community colleges, community-based programs, JTPA programs, and libraries. Although the system was created for California, subscriptions now come from at least 30 other states. Users receive course outlines, lesson plans, and other curricular materials; public domain and demonstration software; research reports; articles; and information about government grants, major conferences, and legislation (primarily in California but some federal). All material is screened according to criteria established by OTAN. An on-line users fee of \$12 an hour is charged. Users must have either a Macintosh Plus (or greater) or an IBM XT compatible (or greater) computer, a 1200 or 2400 baud modem, and OTAN's software, which costs \$99. IBM users must also have a hard disk drive and a graphics card. (For more information contact John Fleishman, Director, OTAN, Hacienda La Puente Adult Education, 320 North Willow Avenue, La Puente, CA 91746, 818-968-4638, ext. 4583. In California call 800-526-2451.)

SCALE Builds Literacy Network

The Student Coalition for Action in Literacy Education (SCALE) is a national network of college and university students, faculty, and administrators. The organization publishes a bi-monthly newsletter called *Foresight*, maintains a database of over 500 campus-based literacy programs, and provides on-site consultations. In February, it launched a Peer Consulting Network with workshops in Chapel Hill, North Carolina, at which 15 students from Eastern colleges were trained to help campus groups that are starting literacy programs. During the first six months of 1991, SCALE received over \$90,000 in funding from a number of corporations and foundations including the MacArthur Foundation (\$45,000), the Babcock Foundation (\$35,000), and the A. J. Fletcher Foundation (\$10,000). Most of the funds raised will be used to extend the Peer Consulting Network and to start a program aimed at stimulating literacy efforts at colleges in the southeast. (Contact Clay Thorp or Lisa Madry, Co-Directors, SCALE, Room 102, YMCA Building, CB 5115, University of North Carolina, Chapel Hill, NC 27599-5115, 919-962-1542.)

(Cont'd on p. 4)

NEWS IN BRIEF

(Cont'd from p. 3)

Skills Enhancement Program For State Employees In Indiana

Last February, the governor of Indiana combined the state's Office of Workforce Literacy, the Commission on Vocational and Technical Education, and the Department of Employment and Training Services into the Indiana Department of Workforce Development. The move was designed to coordinate and integrate the instructional systems and activities of all three groups in order to more effectively develop a literate workforce in the state.

Shortly thereafter, the Division of Workforce Literacy of the new Department initiated a pilot Workforce Skills Enhancement program for employees in the Indiana Women's Prison in Indianapolis which it hopes by next year to extend to other prisons in the state as well as to state employees outside the prison system. The pilot, which began in March 1991 and will run through March 1992, was designed by Larry Mikulecky of Indiana University in cooperation with the project director and the prison's education supervisor. It has three strands: (1) A Technical Training strand aims to improve an employee's ability to write reports. Report writing was identified as a crucial skill because of the number of written documents that the employees must produce and the legal weight many of these documents have. The curriculum is based on a five-week survey of the prison's policy and procedure manuals and other job materials as well as interviews with managers and corrections officers. (2) A Promotion Support strand was developed for employees who want to prepare for job advancement. The course is taught by the prison's training officer, using books from the American Correction Academy. (3) A Parent Support strand combines informal stress management programs for balancing family and work commitments with a course, conducted by the Family Literacy Program in Bloomington, that helps parents read to and share books with their children. All three strands are open to all employees in the prison, and despite problems arising from continually changing work schedules and mandatory overtime, all are over-enrolled. As part of the pilot program, a handbook will be prepared to guide other correction institutions and state agencies to set up their own programs. (For more details contact Denise Henard, Project Director,

Indiana Women's Prison, Workforce Education Project, 401 North Randolph, Indianapolis, IN 46201, 317-639-2671, ext. 296.)

Pelavin Study Of Workplace Literacy Grants Issued

In May, the U.S. Department of Education released the results of a study of its national workplace literacy grants program for 1988 (the first year the grants were awarded). The report, *A Review of the National Workplace Literacy Program*, was prepared by Pelavin Associates, Inc., an independent consulting firm, and the results will be used by the Department to guide future grantmaking under this ongoing program. [Note: Grants are made to workplace literacy projects that involve partnerships between business, industry, labor, private industry councils, state and local education agencies, schools and colleges, employment and training groups, and community-based literacy organizations.] For the study, Pelavin Associates carried out a literature review, examined data from 29 of the 37 projects funded in 1988, conducted telephone interviews with the directors of all 37 projects, and visited the sites of six projects judged by the Office of Vocational and Adult Education to be successful because of retention rates and other criteria. The object of the investigation was to "identify the key components of effective workplace literacy projects and recommend ways to improve program effectiveness." Pelavin looked at such issues as the role of and interactions among the various partners, assessment and evaluation, program planning, the relation between curriculum and the work environment, instructional and support services, recruiting and retention, and staffing. The study identified four major characteristics shared by effective workplace programs: Business (and union) partners have an active involvement, including upper management and supervisors. . . employees have an active role in assessing worker needs and planning the program. . . on-the-job literacy requirements are systematically examined through literacy task analysis. . . and the content and approach of instruction is specifically job-related. The report makes several recommendations for improving program effectiveness: (1) In future grants, make data collection a grant requirement to facilitate technical assistance from the Department, document promising practices, and show businesses the value of such programs so that they will be willing to finance them when public support ends; (2) lengthen the

grant period beyond the current 18 months so that projects will have adequate time to prepare literacy task analyses, develop instructional and assessment materials, and compile the data needed to demonstrate project success; (3) develop procedures for disseminating information about promising and successful curricular materials and approaches; (4) require any projects funded to contain a plan for evaluating program effectiveness; and (5) undertake a systematic effort to develop alternative testing approaches for use in workplace programs. (For a free copy of the report contact Tammy Fortune, Clearinghouse for Adult Education and Literacy, U.S. Department of Education, Room 4414 Switzer, 400 Maryland Avenue SW, Washington, DC 20202-7240, 202-732-2396.)

Literacy Standards For Federal Prisons

In May 1991, the Federal Bureau of Prisons amended the rules implementing literacy standards for inmates in federal prisons, raising the 8th grade standard mandated by the Crime Control Act of 1990 to the high school equivalency level. Under the new rules, inmates who have not achieved the high school standards will be required to attend basic education classes. Mandatory literacy classes for federal prisoners were first introduced in 1982. Since then, the standards have been raised twice (from 6th to 8th grade and now from 8th to 12th). For the first time, the Crime Control Act of 1990 also mandates ESL classes for non-English speaking inmates who have not reached an 8th grade level of proficiency in English, regardless of their abilities in their native languages. The new regulations reflect an appreciation of the higher standards of literacy required in the workplace. (For more details contact Paola Nesmith, Education Specialist, Bureau of Prisons, U.S. Department of Justice, 32 First Street NW, Washington, DC 20534, 202-724-3022.)

Literacy In Oregon

In a recent Newsletter, BCEL reported that the Oregon Progress Board was conducting a statewide assessment of literacy levels based on a survey of 2,000 adults aged 16 to 65. The results of that assessment have now been analyzed and released in a report called *THE OREGON LITERACY SURVEY: Measuring Adults' Functional Skills*. The Board used the groundbreaking assessment tool developed by the Educational Testing Service (ETS) for the NAEP survey of young adults, the same instrument used in the recent Mississippi literacy assessment, the



assessment of social service and JTPA clients being conducted by ETS for the U.S. Department of Labor, and the national adult literacy survey now being conducted by ETS and the Westat Corporation for the U.S. Department of Education. On a scale of 0 to 500, the instrument measures levels of prose, document, and quantitative literacy. The scores derive meaning from their association with the ability to perform certain tasks. For example, a score of 210 in prose literacy indicates an ability to locate information in a sports article. A person scoring 300 on the document scale can follow travel directions from one place to another using a map. A score of 356 on the quantitative scale means that an individual is able to calculate a tip as a percentage of a bill. People functioning at the 260 level would be able to identify information in a biographical article (prose), enter information on a bank withdrawal form (document), and calculate the cost of a number of identical items on a grocery receipt (quantitative).

The Oregon Board decided that in its assessment a score of 275 or better on each of the three scales would be taken as possessing basic literacy, 325 would indicate an intermediate ability, and 375 or more would indicate skills mastery. Using this standard, the survey found that 78 percent of the adult population in the state is proficient in basic prose literacy, while 41 percent have intermediate-level abilities and 8.7 percent have mastery. For document literacy, 76.1 percent were found to have basic literacy, 35.5 percent intermediate literacy, and 6.3 percent mastery. For quantitative literacy, 80 percent achieved a basic level, 39 percent an intermediate level, and 7.6 percent mastery. Findings for various subgroups of the population showed that literacy levels are tied closely to education and income levels...that the employed have higher literacy

levels than those not in the labor force...that urban areas have higher literacy levels than rural areas...that social service recipients (especially those receiving welfare and Supplemental Security Income) have lower literacy levels than the general population...that Hispanics and Native Americans have lower literacy levels in general than the population as a whole...that more women than men have achieved basic literacy...that persons in professional and clerical jobs have higher literacy levels than those in other occupations...and that young adults in Oregon outscore their national peers. The Board plans to use its findings to set statewide goals and help inform the development of more effective general and workplace literacy programs. Periodic assessment updates will be conducted to measure progress and adjust programs as necessary. (For a free copy of the report contact Zoë Johnson, Oregon Progress Board, 775 Summer Street NE, Salem, OR 97310, 503-373-1220.)

Conferences, Seminars, Workshops

- **The National Center for Family Literacy** will hold three seminars for administrators and policymakers on planning and implementing family literacy programs between October 21 and November 1 in Louisville (KY) and Albuquerque (NM). For details contact the NCFL at 401 South 4th Avenue, Suite 610, Louisville, KY 40202, (502) 584-1133.
- **Jorie Philippi of Performance Plus Learning Consultants** will offer several workshops on "Workplace Literacy Techniques" for educators, personnel officers, and others, beginning in November. Five workshops will be given through next June in Florida, Arizona, California, Texas, and Connecticut. For details and registration information contact Carol Morreale at Performance Plus, 7869 Godolphin Drive, Springfield, VA 22153, (703) 455-1735.
- **The American Jail Association and the Correctional Education Association** are holding a joint conference in Washington, DC, from November 10-13 on two topics: substance abuse and illiteracy. Contact the American Jail Association, 1000 Day Road, Suite 100, Hagerstown, MD 21740, (301) 790-3930.
- The 1991 national conference of **Literacy Volunteers of America**, called "Seek the Sunlight of Literacy," will be held in Orlando, Florida, from November 13-16. Con-

tact Betty Jimmo, Conference Chair, LVA, 5795 Widewaters Parkway, Syracuse, NY 13214-1846, (315) 445-8000.

- **The Association for Community Based Education (ACBE)**, will hold its annual conference from November 14-17 in Alexandria, Virginia. Contact V. Fay Mays, ACBE, 1805 Florida Avenue NW, Washington, DC 20009, (202) 462-6333.
- **The National Governors' Association** will hold its annual employment and training conference, "Streamlining the Business of Government: Toward a State Human Investment System," from November 20-22 in Tyson's Corner, Virginia. Contact John Lederer, (202) 624-5335, or Lorraine Amico, (202) 624-5346, National Governors' Association, Hall of the States, 444 North Capitol Street, Suite 250, Washington, DC 20001-1572.
- **The College Reading and Learning Association** will hold its annual conference, "Celebrating the Diversity in Teaching and Learning," from April 9-12, 1992, in San Francisco. Many sessions and institutes will focus on adult and workplace literacy. Contact Becky Johnson, Chemeketa Community College, PO Box 14007, Salem, OR 97309, (503) 399-2556.
- **Laubach Literacy Action** will hold its biennial conference in Raleigh, North Carolina, from June 11-14, 1992. Contact Laubach Literacy Action Information Center, 1320 Jamesville Avenue, Syracuse, NY 13210, (315) 422-9121.

Other News

- **Judy Koloski**, former executive director of the AAACE, has established Judy Koloski & Associates. She has already made two part-time commitments, one serving as the director of the State Director's Staff Development Consortium and the other as Senior Adult Education Advisor to Pelavin Associates. Ms. Koloski is available for other independent consulting assignments and can be reached at (301) 997-2426.
- **Karl Haigler**, recent literacy advisor to the Governor of Mississippi, is now President of The Salem Company, a workplace literacy technical assistance organization, based in Charlotte, North Carolina, that will help businesses in the region develop workplace literacy programs. Mr. Haigler can be reached at 214 N. Church Street, Suite 220, Charlotte, NC 28202, (704) 375-8200.

(Cont'd on p. 6)

NEWS IN BRIEF

(Cont'd from p. 5)

• The **National Community Education Association** will dedicate this year's National Community Education Day on November 19 to "Literacy: A Community Affair." Packets of information have been developed for local groups that want to begin or enhance literacy projects. For more details or to order the packets contact the Association at 801 North Fairfax Street, #209, Alexandria, VA 22314, (703) 683-6232.

• The **Gannett Foundation** was recently renamed the Freedom Forum. Its adult literacy program is on hold pending a re-evaluation.

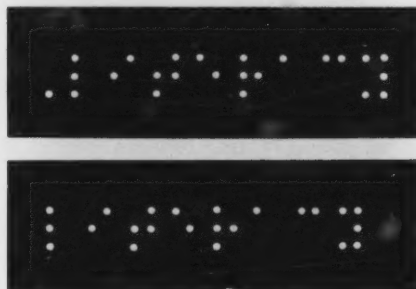
• The **Greater Pittsburgh Literacy Council** has received a two-year grant of \$100,000 from the Richard King Mellon Foundation for its Reach and Teach Adult Learners program. The program's goal is to recruit and monitor 400 new adult learners and select and train 500 new volunteer tutors. The Scaife Family Foundation has also contributed \$80,000 to the program.

• **New York City's** economic crisis has led to a cut of almost 15 percent (from \$15.1 million to \$12.9 million) in funding for its Adult Literacy Initiative. With the help of careful planning and a small increase in federal funds, the loss in enrollments has so far been kept under 10 percent.

• The **U.S. Department of Education** recently announced a new round of 73 National Workplace Literacy Program grants totalling \$19.3 million. For information contact Sarah Newcomb, Division of Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, (202) 732-2390.

• In **California**, the Governor has signed into law one of four bills based on the findings of the California Workforce Literacy Task Force. The new law requires firms with 25 or more employees to provide assistance with illiteracy problems to any employee who requests it. Of the other three bills, one has just made its way through the legislature and is enroute to the Governor for signature. It will create the California Workforce Education Skills Training Commission (CALWEST) which will develop a master plan for the education and training of the state's non-college-bound youth and adults. The other two bills are still awaiting action by the legislature. ■

LITERACY FOR DISABLED AMERICANS



"Literacy" and "Literacy" in Braille. Graphic Courtesy of Lighthouse, Inc.

For many Americans, literacy problems are compounded because they have physical, mental, or learning disabilities such as dyslexia. The initiatives described below are designed specifically to meet the needs of the learning disabled, the hearing impaired, the visually impaired, and the mentally handicapped.

• In **Pennsylvania**, The Center on Deafness at the Western Pennsylvania School for the Deaf was founded in 1986 to provide services to deaf and hearing impaired (DHI) adults. Because spoken language is the basis for written language, those who have never heard speech have an especially difficult time learning to read. In fact, according to the Center, 50 percent of DHI high school graduates read below the 5th grade level. In 1987 the Center received funds from the Pennsylvania Department of Education to start an adult literacy program for this population group. The program, which continues to be funded by the Department, is now in its 4th year. It uses a "total communication" approach that combines signing, speech, residual hearing, and reading and writing. Because the primary method of communication for many DHI's is the American Sign Language system, English is actually a second language for them, so the program incorporates ESL methodology. On another front, because communication and literacy problems among the DHI can be large obstacles to success on the job, the Center in 1989 added to its offerings the Workforce Literacy for Hearing-Impaired Employees program. Funding came initially from the state; more recently it has come from the Workplace Literacy grant program of the U.S. Department of Education. In this program, a literacy coordinator from the Center follows a DHI employee into his or her job in the workplace. There the coordinator provides job-related literacy instruction and works with co-workers and supervisors to overcome limitations they have in communicating with the DHI employee. The Center also has an instructional program to help its DHI clients between the ages of 18 and 30 make the transition to college, postsecondary vocational training, or employment. The program includes diagnostic evaluations and, for pre-employment adults, a mix of classroom training and real job experience to improve their employability and their communication, social, and academic skills. (For more details contact Rosemary Garrity, Administrator, Center on Deafness, Western Penn-

sylvania School for the Deaf, 300 Swissvale Avenue, Pittsburgh, PA 15218, 412-371-7000.)

• In **Arkansas**, the Division of Services for the Blind of the State Department of Human Services has long offered services to its blind and visually impaired citizens of all ages. Certified rehabilitation teachers provide "living skills" training in clients' homes, including the teaching of braille when appropriate. Recognizing that some of the same factors that underlie the development of techniques for general adult literacy training also apply to braille literacy, the Division is about to begin a pilot program that will use the Laubach method for the blind and visually impaired. For this purpose, it has purchased five sets each of braille and large type *Laubach Skills Books* and *More Stories*. The braille books will be used to train the rehabilitation teachers and volunteer tutors who are already braille-literate in the Laubach method. The large type books will be used by Laubach tutors with low-vision students, and the tutors will receive technical help from the rehabilitation teachers. (For details contact James Hudson, Commissioner, Division of Services for the Blind, Department of Human Services, 411 Victory Street, PO Box 3237, Little Rock, AR 72203, 501-324-9270.)

• The **Hugh J. Andersen Foundation** is a private foundation located in Bayport, Minnesota, which borders the state of Wisconsin. About two years ago, the Foundation decided to focus on a single issue important to its geographical area. After learning that there were no literacy services for learning disabled adults in the region, it turned to the Minneapolis-based Learning Disabilities Association to plan a program to meet the need. The result was a \$600,000 three-year Foundation grant to the Association for a program which includes tutor training, assessment, diagnosis, curriculum development, and follow-up services to help learning disabled students make the transition to other educational or vocational programs. The project established five learning sites in four counties—Washington, Minnesota, and Polk, Pierce, and St. Croix, Wisconsin—which serve as "hubs" for instructional and support services throughout the region. Staff from area Laubach and LVA programs have been trained as instructors for the hub sites, but the Association also provides technical assistance directly to area literacy programs themselves to enhance their own work with learning disabled students. A phonics-based curriculum developed by the Association, called *Step-by-Step*, is being used for the basic instruction. In conjunction with the Association program, the Foundation has also given funds to Learning Disabilities of Minnesota, the producer of *Keymakers*, a program for training elementary and high school teachers to recognize and work with learning disabled students. These funds are being used to bring the program to schools in the same four counties in which the Association program is operating. (For more details contact Peggy Scott, Hugh J. Andersen Foundation, 287 Central Avenue, Bayport, MN 55003, 612-439-1557; or Kitty Christiansen, Executive Director, Learning Disabilities Association, 2104 Park Avenue, Minneapolis, MN 55404, 612-871-9011.)

• In **Florida**, Project Workforce is a joint initiative of the Adult and Vocational Off Campus Centers of the Broward County Public Schools and the Broward County Association for Retarded Citizens in the Fort Lauderdale area. It provides job training to mentally retarded adults, many of whom have other

handicaps as well. The program is conducted in three learning labs which focus on computer skills, office skills, and hospitality/housekeeping skills. The labs teach job-related basic skills and once students have mastered these skills, job coaches help place them in actual jobs. (For more details contact Linda Lopez, Assistant Principal, Adult and Vocational Off Campus Centers South, Building 2, 1800 Southwest 5th Place, Fort Lauderdale, FL 33312, 305-765-6000.) ■

IMPROVING HIGHWAY SAFETY



From Now On, Only The Best Will Drive.

Graphic Courtesy of Virginia Department of Motor Vehicles

By April 1992, commercial drivers across the U.S. will have to pass a federally-mandated comprehensive written and oral knowledge exam and related driving test or risk losing their licenses and their jobs. This is required under the U.S. Commercial Motor Vehicle Safety Act of 1986 (Public Law 99-570), which was designed to increase the safety of the nation's highways. The Act also seeks to remedy highway safety problems caused by drivers who spread their convictions among licenses issued by many different states in order to avoid possible license suspension or revocation. It is now illegal for drivers to hold more than one license, which their home state must issue.

Each state is responsible for administering its own testing and licensing program, though in conformance with federal minimum standards. (Drivers must be able to read at least at a 6th grade equivalency level to pass the written portion of the exam.) The law establishes a penalty—the withholding of a percentage of federal highway funds—for states that do not implement the standards.

To help enforce its requirements, a Commercial Driver's License Information System (CDLIS) has been established by the Act. CDLIS is a national repository to which the states are linked by computer and to which they must give information about their activities to meet federal compliance standards. CDLIS also serves as a clearinghouse of information to the states on matters pertaining to the licensing and

disqualification of commercial drivers. The American Association of Motor Vehicle Administrators and the Federal Highway Administration are tracking the status of implementation.

Although there is considerable variation in the way the states are actually implementing the Act, in general the law includes drivers of vehicles used in commerce to transport passengers or property, and that: (a) have a gross vehicle or combination weight rating of 26,001 pounds or more; (b) are designed to carry 16 or more persons, including the driver; or (c) are required to be placarded because of the hazardous cargo they transport. In addition to the driving skills test, all commercial drivers must pass a "General Knowledge" test. Moreover, drivers who transport passengers or hazardous materials, operate vehicles with air brakes, drive combination vehicles, and/or pull double and triple trailers must also pass the relevant "Endorsements" sections of the exam to qualify for a license.

Status of Compliance. According to the Federal Highway Administration (FHWA), as of early September, 39 states had fully operational programs underway—that is, they are now testing for and issuing commercial driver's licenses (CDL's), and are linked to the national CDLIS and meeting its reporting requirements. (States that have implemented CDL testing and are issuing "provisional" CDL's are not considered to be in full compliance until they are tied into the CDLIS system.) So far, only between 1.5–2.0 million of the estimated four million commercial drivers nationwide have received their new CDL's. With the April 1992 deadline fast approaching—no extension of the compliance date is now planned—there is widespread concern about a likely logjam of CDL applicants in the coming months.

Some drivers may not be coming forward because they think the CDL deadline will be extended. For others, the fear of taking the test and/or poor reading or English language skills may be holding them back. The "official" CDL manual put out by the Essex Corporation—the organization that designed the CDL test—is a 120-page document written at a 6th–9th grade level with technical terminology and diagrams. Even drivers with average reading skills and a "hands-on" knowledge of their trade may have lost their test-taking skills over the years, or may have difficulty with the technical nature of the materials and exam questions. For those with low literacy or

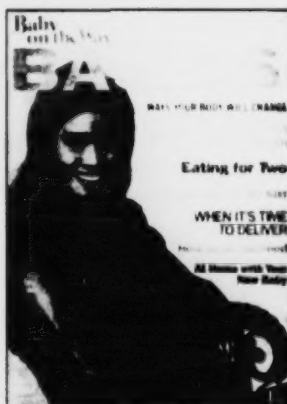
ESL skills, the challenge is even more formidable.

Some states—like Indiana and Pennsylvania, with estimated commercial driver populations of 200,000 and 1.2 million respectively—have taken aggressive steps to help their resident drivers prepare for the CDL exam. At the national level some industry associations and unions are now offering study materials based on the CDL manual, and a number of literacy groups and publishers have developed special curricula to address the needs of drivers with low-level literacy skills. [Note: BCEL's *Brief #5* (see back page of this Newsletter for ordering details) provides information about program and instructional resources specifically developed to prepare drivers for the CDL test, as well as a listing of state-level CDL information hotlines.]

Federal Funds For CDL Preparation. In March, in the Higher Education Technical Amendments of 1991, provision was made for federal funding for programs to increase the literacy skills of commercial drivers facing the CDL test. Funding of \$3 million a year for the period 1991 to 1993 was subsequently authorized under Public Law 102-26, with the U.S. Department of Education to administer the program. Four basic categories of institutions are eligible for grants: private employers of commercial drivers in partnership with two- and four-year colleges and universities, or state or local government education agencies; two- and four-year colleges and universities, or state or local government education agencies; approved apprenticeship training programs; and labor organizations whose membership includes commercial drivers. For the first year of the program, \$1.95 million was actually appropriated. Some 10 grants of from \$150–200,000 each will be awarded shortly, with the federal share of program costs not to exceed 50 percent. Regulations and application guidelines appeared in the August 12 *Federal Register*, with October 11 given as the deadline for submitting proposals. The Department of Education expects to announce the grant recipients in early 1992.

(For more information about the grant program, contact Marian Banfield, Special Programs Branch, Division of National Programs, Office of Vocational and Adult Education, U.S. Department of Education, Room 4512-MES, 400 Maryland Avenue SW, Washington, DC 20202-7327, 202-732-1838; or Carroll Towey, Program Services Branch, Division of Adult Education & Literacy, U.S. Department of Education, Room 4425-MES, 400 Maryland Avenue SW, Washington, DC, 20202-7320, 202-732-2391.)

HEALTH CARE: Literacy For Patients & Workers



The health care industry is changing rapidly, and with these changes concerns about literacy are growing. Jobs are becoming more complex. At the same time, shortages of qualified nursing and technical personnel is common, and an increasing number of entry-level workers are not native speakers of English or have low literacy skills. Patients are expected to play a greater role in making medical decisions, but to do so, they need to absorb complex information. As health care costs rise, an emphasis is being placed on preventive medicine, and the population's ability to seek out and understand information about nutrition and health is a necessary factor in prevention.

The health care industry has begun to face these issues and to take action. Among the new initiatives are research studies, the development of easier-to-read health care materials, and workforce literacy programs, often involving partnerships between health care organizations and outside literacy groups.

Research

One recent research project at the University of Arizona evaluated the relationship between literacy levels and health status of about 200 low-skilled adults in the state's Pima County ABE program. The results, which will be published in an upcoming issue of the *Journal of the American Board of Family Practice*, suggest that there is a significant relationship between poor literacy and poor health. A second study presently underway is evaluating whether health care costs in Arizona's Medicaid-equivalent health care plan vary with the literacy levels of enrollees. Already the two studies suggest that the relationship between illiteracy, poor health, and increased health care costs provide "medical justification" for increasing national and state funding of programs to raise literacy levels. (For more information contact Dr. Barry Weiss, College of Medicine, Department of Family and Community Medicine, University of Arizona, 1450 North Cherry, Tucson, AZ 85712, 602-626-6184.)

Another research strand is concerned with the readability levels and accessibility of health informa-

tion written for health consumers, especially those with limited basic skills. At the Tri-State Literacy Council in West Virginia, retired doctor M.G. Stemmermann has been using "Readability Calculations," a computer program developed by Micro Power and Light Company of Dallas, Texas, to determine the readability levels of health pamphlets from hospitals, volunteer organizations, and social service agencies. In a study of 50 pamphlets (including some written for children), only 20 percent were written at or below the 7th-grade level. According to Dr. Stemmermann, pamphlets above this level will not be read and understood by the majority of Americans, even those having higher-level reading skills. (Contact Dr. M.G. Stemmermann, Tri-State Literacy Council, 455 Knight Street Plaza, Huntington, WV 25701, 304-523-9451.)

Materials For Low-Level Readers

Many volunteer organizations, government agencies, universities, professional associations, and other groups are working to make health care information more accessible to the general public. Two government agencies engaged in such projects are the National Heart, Lung, and Blood Institute and the National Cancer Institute. The National Heart, Lung, and Blood Institute has recently published a booklet on cholesterol, *Eat Right to Lower Your High Blood Cholesterol*, written at a 5th-grade reading level. Preliminary testing and reception of this booklet have been very positive, and plans are underway to develop additional booklets on such topics as hypertension and smoking. The booklets will be distributed through state health departments, clinics, HMOs, neighborhood health centers, and professional associations. (For more information contact Karen Donato, Coordinator, Nutrition Education and Special Initiatives, National Heart, Lung, and Blood Institute, National Institute of Health Building 31, Room 4A18, Bethesda, MD 20892, 301-496-1051. For free copies of *Eat Right to Lower Your High Blood Cholesterol*, write the National Cholesterol Education Program, 4733 Bethesda Avenue, Suite 530, Bethesda, MD 20814-4820. Specify NIH publication #90-2972.)

Most of the existing educational and promotional material of the National Cancer Institute (NCI) has a readability level above 9th grade. NCI is thus taking steps to increase staff awareness of low-literacy issues as new materials and program themes are developed. It is also in the process of developing a series of nutrition education leaflets for different ethnic audiences with low reading levels and a booklet that encourages women to get Pap tests. (Contact Wendy Mettger, Public Affairs Specialist, Office of Cancer Communications, National Cancer Institute, Building 31, Room 4B43, Bethesda, MD 20892, 301-496-6792.)

Another effort to develop brochures at low reading levels is underway in Maine. Health care professionals there have identified a need for easier-to-read materials not only for low-literate patients but also for general patient use. To respond to that need the Area Health Education Center Program (AHEC) initiated a "Literacy and Health Promotion Project" in 1990. The Project has formed a statewide consortium of 14 major health agencies and six literacy experts, including consultant Jane Root, to design and produce easy-to-read materials. To date, AHEC has published 15 pamphlets. They are designed for easy photocopying to encourage wide dissemination. To order free sample copies, request the "marketing brochure" from AHEC. (Contact Sue

Plimpton, Assistant Director, Area Health Education Center Program, College of Osteopathic Medicine, University of New England, Hills Beach Road, Biddeford, ME 04005-9599, 207-283-0171.)

The American College of Obstetricians and Gynecologists (ACOG) has taken a different approach to the literacy problem. With funding from Carnation Nutritional Products and the Pew Charitable Trust, among others, it has launched a three-year program to publish an annual magazine called *Baby on the Way: Basics*, a free easy-to-read publication for expectant mothers with low literacy skills. It has teamed up with the editors of *Baby Talk* magazine (a successful publication after which *Baby on the Way* is being modeled) and Literacy Volunteers of America. Its editors will write and produce the new magazine, ACOG will check for final accuracy, and LVA's role is to ensure that the content and reading level are appropriate for the audience. The first issue, a run of 300,000 copies, is scheduled for release this month, and already it is oversubscribed. Among the groups signed up are maternal and child health programs, doctors, literacy providers, adolescent pregnancy programs, and Job Corps programs. Orders have come from every state. If all goes well, ACOG's print volume will rise to 500,000 by 1993, and by 1994 advertising revenue is expected to make the publication permanently self-sustaining. (Contact Florence Foelak, American College of Obstetricians and Gynecologists, 409 12th Street SW, Washington, DC 20024, 202-484-3321.) [Note: Although the first issue is oversubscribed, sample copies are available from ACOG.]

Programs And Partnerships

Recruiting and retaining qualified staff has become a major challenge to health care providers today. Not only are there shortages of nurses and other highly skilled workers, but the literacy demands of lower-level jobs are increasing, often outstripping the skills of the workforce. In the Washington, D.C. area, Children's Hospital and Greater Southeast Community Hospital are among several health care employers working together with educational institutions and economic development groups in the "Health Care Occupations Joint Venture," a program managed by PAVE (a national nonprofit education and training foundation). In this effort, PAVE assesses the employees' skills levels, Greater Southeast serves as one of four "community" assessment sites, and partnership members provide the needed instruction, which ranges from a zero skills level to GED preparation. (Contact Dean Griffin, President, PAVE, The Education and Training Foundation, 208 North Washington Street, 2nd Floor, Alexandria, VA 22314, 703-683-0547.)

Numerous health care employers are also working with literacy providers in the Boston area. In one effort, for example, three public hospitals and four private nursing homes have joined with the Continuing Education Institute (CEI). With U.S. Department of Education funding, the effort provides ABE, ESL, and math instruction to nursing assistants and dietary and housekeeping workers, as well as a course leading to a high school diploma. The curriculum was developed by CEI, which also provides the instructors. All classes are held at the participating hospitals. Each hospital does its own recruiting based on its own criteria, but all workers participate on a voluntary basis. (Contact Lloyd David, Director, Continuing Education Institute,

35 Highland Circle, Needham, MA 02194, 617-449-4802.)

Workers at three hospitals in Brooklyn, New York, have access to a job-related basic skills program operated by the Brooklyn Workplace Literacy Project. The program was based on needs assessments and job task analyses that included discussions with management, floor supervisors, and employees themselves. Course offerings include basic math, reading, oral and written communications, ESL, and more advanced classes in medical terminology. This effort is sponsored by Long Island University and the local private industry council, with funding from a 1990 U.S. Department of Education workplace literacy grant. (Contact Ed Maletta, Project Director, Brooklyn Workplace Literacy Project, Long Island University, One University Plaza, Room LLC-519, Brooklyn, NY 11201, 718 403-1019.)

Many unions are also taking steps to improve their members' basic skills. One union, the Philadelphia Hospital and Health Care District 1199C, recently responded to state legislation requiring nurses' aides to become certified by developing curricula and running courses for 600 to 700 hospital and health care workers in the city. Over 90 percent of the enrollees — many of whom were older women and/or minorities — have completed the training. Other basic skills classes for the members aim specifically to prepare them to enter schools of allied health in Philadelphia. The union is now investigating the possibility of offering instruction that is more specifically job-related and geared to identified employee weaknesses. (Contact James Ryan, Executive Director, Training and Upgrading Fund, Philadelphia Hospital and Health Care District 1199C, 1319 Locust Street, Philadelphia, PA 19107, 215-735-5555.)

Through an initiative of the Department of Health and Hospitals, Boston unions are also participating in skills training efforts for members. The Department operates two programs for employees of the Boston City Hospital and two chronic care facilities in cooperation with unions serving the health care industry and the Massachusetts Executive Office of Labor. The first program is an open-entry, open-exit basic skills program designed to help people get their GEDs. The second is a 16-week science course to prepare employees who want to become nurses or technicians for college. ESL courses will be added in the near future. (Contact Paul Guldenzoph, Coordinator, Boston Health Care Workplace Education Program, Department of Health and Hospitals, Room 111, South Block Nurses Building, 818 Harrison Avenue, Boston, MA 02118, 617-534-5438.)

In New York City, three unions are helping to prepare members to enter Associate degree programs and thus eventually become registered nurses or qualify for other specialized positions. The union members receive training through a research and demonstration project developed by the City University of New York and the Consortium for Worker Education under funding from the U.S. Department of Education. Most participants are between 40 and 50 years old; all have high school diplomas or GEDs but still lack the basic skills needed for college. The project is field testing a special language arts and math curriculum related to anatomy, physiology, chemistry, and everyday health care tasks. The curriculum and guidelines will be available through ERIC in the coming months. (For information or to obtain materials contact Dolores Perin, Project Director, Center for Advanced Study in Education, Graduate School, City University of

New York, 33 West 42 Street, 620NC, New York, NY 10036, 212-642-2937.)

Another approach to relieving the shortage of qualified health workers is to encourage and train young people to enter the field. The Boston Private Industry Council has developed Project Protech to do just that. The Council received a \$973,000 grant from the U. S. Department of Labor in September 1990 to develop a new four-year program for students pursuing careers in health care. In this program, the last two years of high school, the first two years of community college, and full-time work in a hospital are linked in an integrated, continuous program. Trainees who successfully complete the program will earn Associate degrees and a professional health care credential. Employers and educators are developing the instruction together. (Contact George Moriarty, Director, Project Protech, Boston Private Industry Council, 2 Oliver Street, Boston, MA 02110, 617-423-3755.)

[Note: Information on other health care initiatives can be found in BCCEL Brief #4: *The Health Care Industry*. See page 16 of this Newsletter for details.] ■

NATIONAL LITERACY ACT

(Cont'd from p. 1)

The Institute's specific duties are set forth in the Act as follows:

- (1) To assist federal agencies set objectives and strategies for meeting the Institute's goals and in measuring progress toward those goals.
- (2) To conduct basic and applied research and demonstrations on literacy, including: how adults learn to read and write and acquire other skills... how parents' literacy skills affect the ability of children to learn... the assessment of literacy skills and the development of instructional techniques... the best methods of helping adults and families acquire literacy skills, including approaches that use technology... the special literacy needs of individuals with limited English proficiency and with learning disabilities... how to effectively reach and teach the most educationally disadvantaged individuals... research on the use of technology and other studies to increase the literacy knowledge base, building on research already completed or in process... and how to attract, train, and retrain professional and volunteer teachers of literacy.
- (3) To assist federal, state, and local agencies in the development, implementation, and evaluation of policy with respect to literacy, by: (a) establishing a national data base on public and private sector basic skills programs, assessment tools and outcome measures, the amount and quality of basic education provided in the workplace by businesses and industries, and progress made toward the national literacy goals; and (b) providing technical and policy assistance to government entities for the improvement of policy and programs and the development of model systems for implementing and coordinating federal literacy programs that can be replicated at the state and local levels.
- (4) To provide training and program and technical assistance to literacy programs throughout the U.S., coordinating such activities with regional educational laboratories, curriculum centers supported under the Carl D. Perkins Vocational and Applied

Technology Education Act, and other relevant education and training entities.

(5) To collect and disseminate information to federal, state, and local entities with respect to promising literacy methods (including methods of assessment, effective programs, and other aspects of research and practice having to do with adult and family learning).

(6) To review and make recommendations on ways to achieve uniformity among reporting requirements, the development of performance measures, and the development of standards for program effectiveness in literacy-related federal programs.

(7) To provide a toll-free long-distance telephone hotline for literacy providers and volunteers.

Established as an activity of the Institute is a new "Literacy Leader Fellows" program, under which the director, in consultation with the Board of Advisors, is authorized to award fellowships to outstanding individuals pursuing careers in adult education or literacy in the areas of instruction, management, research, or innovation.

The Institute and the Board may accept and disburse gifts of money and property from non-federal sources (but such gifts cannot be solicited).

The Interagency Group, after considering recommendations made by the Board, is to appoint and fix the pay of the director. The level of pay, while not subject to government regulations on competitive service, may not exceed the government's GS-18 rate.

The Institute is required to submit a report to Congress in each of the first two years in which it receives federal funds, and to report to Congress biennially after that.

Funding. \$15 million a year is authorized for fiscal years 1992 through 1995. For 1992, some \$5 million has been included in Discretionary Funds to be provided to the Department of Education.

State Literacy Resource Centers

Under this section of the Act, the Secretary of Education is authorized to carry out a program of competitive grants to the states to establish a network of state or regional adult literacy centers. The program will be a declining federal-state matching grant program, requiring the states to gradually increase their funding role.

In addition to serving as a reciprocal link between the National Institute and local service providers, the centers will carry out activities to:

- (1) Improve and promote the use of state-of-the-art teaching and assessment methods, technologies (including computers, video, and other media), and program evaluations.
- (2) Develop innovative approaches to coordinating literacy services within and among the states and with the federal government. Also assist public and private agencies to coordinate the delivery of literacy services.
- (3) Encourage government and industry partnerships which include small businesses, private nonprofit groups, and community-based organizations.
- (4) Encourage innovation and experimentation to enhance literacy services.

(Cont'd on p. 10)

NATIONAL LITERACY ACT

(Cont'd from p. 9)

(5) Provide training, technical, and policy assistance to state and local governments and to service providers in order to increase program access and effectiveness.

(6) Encourage and facilitate the training of full-time professional adult educators.

States (or groups of states in a region) will be invited to submit applications which show how they propose to develop or expand a literacy resource center... how the Act's intended services and activities will be carried out... what steps have or will be taken to ensure participation and access by all public and private provider groups, including correctional institutions, volunteer literacy organizations, CBO's, welfare agencies, and others... in what way literacy goals will be tracked and measured... and procedures for coordinating all literacy activities at the state and local level.

Funding. The Act authorizes \$25 million a year for fiscal years 1992 and 1993, and "such sums as may be necessary for fiscal years 1994 and 1995." The actual appropriation level for 1992 is still to be determined, but is likely to be less than the authorized level. State and regional applicants are required to provide some matching funds. For example, during the first two fiscal years, federal funding will cover up to 80 percent of the costs of a state center, in the third and fourth years up to 70 percent, and in succeeding years up to 60 percent.

TITLE II — Workforce Literacy

National Workforce Literacy Assistance Collaborative

A National Workforce Literacy Assistance Collaborative is established in the U.S. Department of Labor. Its basic purpose is to improve the basic skills of persons who are marginally employed or unemployed with low basic skills and limited opportunity for long-term employment and advancement. Through a varied program of information dissemination, materials development, direct technical assistance, and regional and state meetings, the Collaborative will help small- and medium-sized businesses, business associations that represent small- and medium-sized businesses, and labor organizations develop and implement literacy programs tailored to the needs of the workforce.

Funding. \$5 million per year is authorized for each fiscal year from 1992 through 1995. The Senate has directed the Secretary of Labor to use current Discretionary Funding for this purpose for 1992.

National Workforce Literacy Strategies

The Act establishes a National Workforce Literacy Strategies program in the U.S. Department of Education in addition to the Department's already-existing Workplace Literacy Initiatives grant program. The purpose of the new program is to develop, test, and replicate cost-effective and instructionally-effective workforce literacy strategies for the nation, through the funding of large-scale models that involve partnerships between and among local, regional, statewide, and industry-wide public and private sector groups. The program is to be developed by the Secretary of Education in consultation

with the Secretary of Labor and the Administrator of the Small Business Administration. Partnerships involving small businesses will have priority.

Funding. For both Department programs—the existing workplace initiatives grant program and the new national strategies program—\$60 million is authorized for fiscal 1992 and then "such sums as may be necessary" each year through 1995. When the overall appropriation in any year reaches \$25 million, at least \$5 million is to be reserved specifically for the strategies program. Actual appropriations for fiscal 1992 are likely to be similar to the actual 1991 level of \$20 million.

TITLE III — Investment In Literacy

This Title contains several amendments to the Adult Education Act. The major provisions are:

- The Basic ABE State Grants Program is extended through fiscal year 1995 and increased funding is authorized.

- A new "Gateway Grants" program is established as part of the Basic ABE State Grants Program. The U.S. Department of Education is authorized, out of state ABE funds, to make two-year grants on a competitive basis to public housing authorities for literacy programs and related activities.

- To be eligible for ABE funding, states must give direct and equitable access to all public and private nonprofit education groups which provide literacy services and/or serve educationally disadvantaged groups—including correctional education agencies, community-based organizations, and colleges.

- Governors are given responsibility for the state advisory councils on adult education and literacy which are provided for in Section 332 of the Adult Education Act, and the councils are required to have a broader membership, including public and private sector employers, labor leaders, voluntary literacy organizations, and community-based literacy groups.

- By July 1993, states are required to develop criteria by which to measure the success of state and local literacy programs. States are also required to evaluate 20 percent of all ABE grant recipients each year.

- State ABE funding set-asides for innovative demonstration projects and teacher training are increased to 15 percent, two-thirds of which is to be used for teacher training.

- Several provisions of Even Start are amended to increase access and participation—e.g. formulas for funding, set-asides earmarked for specific purposes, and groups eligible for funding.

- The Secretary of Education, subject to the availability of appropriations, is authorized to enter into a contract with the Corporation for Public Broadcasting to arrange for the production and dissemination of family literacy materials.

Funding. An increase in funding for the Basic ABE State Grants Program is authorized—\$260 million for fiscal year 1992 (up from \$200 million currently) and "such sums as may be necessary" each year after that through 1995. Funding appropriated for fiscal 1992 is expected to be somewhere between the Senate- and House-recommended levels of \$220 million and \$250 million respectively.

The funding authorization for Even Start is \$100 million for fiscal year 1992 (up from \$50 million currently) and "such sums as may be necessary for

fiscal year 1993." Funds actually appropriated are expected to be between the Senate- and House-recommended levels of \$50 million and \$100 million respectively.

\$2 million is authorized for fiscal year 1992 for the Corporation for Public Broadcasting. CPB will receive an increase in its overall appropriation for 1992. Congress has urged that some of the new funds be used for the CPB literacy project, but the actual level will be at the discretion of CPB.

TITLE IV — Business Leadership for Employment Skills

This Title authorizes the Secretary of Education to make grants to increase the literacy skills of commercial drivers, so that they can meet the testing requirements of the Commercial Motor Vehicle Safety Act of 1986. [Ed. Note: The Title duplicates Public Law 102-26, which was enacted in March 1991 in the "Higher Education Technical Amendments of 1991" (see BCCEL's article, "Improving Highway Safety," on page 7 of this Newsletter).]

Funding. \$3 million per year is authorized for fiscal years 1991, 1992, and 1993. For fiscal year 1991, \$1.9 million was actually appropriated. For 1992, the House has recommended zero funding and the Senate \$3 million. The actual level could fall anywhere along this continuum.

TITLE V — Books For Families

The "Inexpensive Book Distribution Program" and the "Library Literacy Programs" of the Elementary and Secondary Education Act of 1965 are amended to give priority to persons most in need and to programs that target those most in need.

TITLE VI — Literacy For Incarcerated Individuals

The Act as originally approved authorized the Attorney General of the U.S. Department of Justice to make grants to state corrections agencies for demonstration or system-wide "functional literacy programs" for certain categories of incarcerated persons in state and local jails, the establishment of such programs to be voluntary rather than mandatory. Technical Amendments to the Act (on July 30) added a "life skills" component to the program and transferred the granting authority to the Secretary of Education. (Note: For purposes of this Title, "functional literacy" is defined as at least an 8th grade reading equivalence on a nationally recognized standardized test.)

The Elementary and Secondary Education Act of 1965 is also amended to provide that the Secretary of Education, in consultation with correctional education organizations and others active in literacy education, shall annually make one or more "Blue Ribbon Awards" for effective and innovative inmate literacy programs.

Funding. The Act authorizes \$10 million for fiscal year 1992, \$15 million for fiscal 1993, \$20 million for 1994, and \$25 million for 1995. The House and Senate have recommended appropriations of zero to \$10 million respectively, with the actual amount for 1992 likely to fall somewhere in between.

TITLE VII — Volunteers For Literacy

The Director of the ACTION Agency is authorized to award challenge grants to public agencies and

private nonprofit organizations (including community-based and voluntary organizations) to establish, operate, or expand community or employee literacy programs that include the use of full-time or part-time volunteers.

Funding. For fiscal year 1992, \$2.5 million is authorized, and for fiscal 1993 "such sums as may be necessary." No appropriation is likely in 1992.

Draft regulations governing implementation of the National Literacy Act are scheduled to appear in the *Federal Register* by mid-October. For 60 days thereafter any individuals and groups that wish to comment on any aspect of the proposed regulations are invited to do so in writing. (Letters should be addressed to the Secretary of Education and mailed to Dr. Thomas L. Johns, U.S. Department of Education, 400 Maryland Avenue SW, Room 4523, Switzer Building, Washington, D.C. 20202-7120.) Final regulations for the Act should appear in the *Federal Register* early next year.

In general, persons who need more information before sending their letters should call Joan Seamon, Division of Adult Education and Literacy, U.S.

Department of Education, 202-732-2270. (Note: Deaf and hearing-impaired individuals can get more information by phoning the Federal Dual Party Relay Service at 800-877-8339 or, if in the Washington, D.C. area, 202-708-9300.)

The Department of Education will also hold six regional meetings to provide information about the National Literacy Act and its implementation. The schedule of meetings is given below, along with the phone numbers of Department of Education regional offices to call for more details:

Boston (October 21st), 617-223-9317
Chicago (October 23rd), 312-353-5215
Washington, D.C. (October 25th), 202-732-2272
Denver (October 29th), 303-844-3544
San Francisco (October 31st), 415-556-4570
Atlanta (November 4th), 404-331-2502

Because space will be at a premium, it is recommended that anyone planning to attend call the number for their region in advance.

Finally, a free copy of the National Literacy Act can be obtained by writing to the Document Room, Hart Building, Washington, D.C. 20510-7106. ■

Work, Family and Citizenship, contains brief essays by 30 education leaders which critique the reform plans set forth in *America 2000: An Education Strategy*. The essays reflect a wide range of views on problems in the American schooling system and the Administration's proposals for confronting these problems. Individual authors examine, question, praise, and condemn various parts of the education reform agenda, with particular attention to the "choice" issue and to the social and cultural settings in which education takes place. Available for \$3 prepaid from the W. T. Grant Foundation Commission on Work, Family and Citizenship, 1001 Connecticut Avenue NW, Suite 301, Washington, DC 20036-5541, (202) 775-9731.

6 Two reports from the Comprehensive Adult Student Assessment System (CASAS) contain literacy-related information on the Immigration Reform and Control Act (IRCA) of 1986, which offered "amnesty" to illegal aliens. *A Survey of Newly Legalized Persons in California*, prepared for the California Health and Welfare Agency, is a study of the estimated 1.6 million Californians who were eligible for amnesty. The study contains demographic information and identifies the health, education, and social services needed by the group. (Note: About three-quarters of those surveyed scored poorly on English language proficiency and almost all expressed interest in attending educational programs.) *Amnesty Education Report: IRCA Pre-Enrollment Appraisal Results*, prepared for the California State Department of Education Amnesty Education Office, focuses in more detail on the educational needs of these newly-legalized immigrants. Executive summaries or complete reports are available free from Linda Taylor, CASAS, 2725 Congress Street, Suite 1M, San Diego, CA 92110, (619) 298-4681, ext. 310.

Workforce & Workplace Literacy

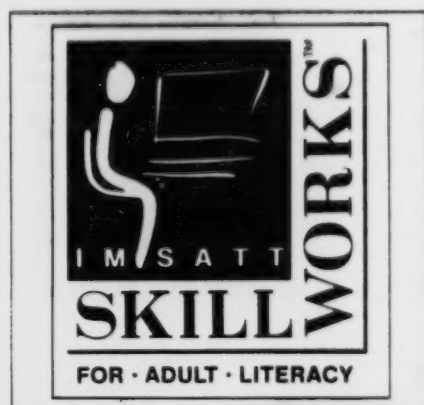
7 *Designing and Implementing Workforce Literacy: Programs in Partnership with Business and Industry* is a handbook from the Texas Workforce Literacy Consortium designed for community colleges and technical institutes in Texas. It is a compilation of existing data and contains information about management, curriculum and development, and assessment and evaluation for workplace literacy projects. Available for \$7.50 from Karen Bush, Project Manager, Kingwood College, 20000 Kingwood Drive, Kingwood, TX 77339, (713) 359-1660.

8 *The Learning Disabled in Employment and Training Programs*, from the U.S. Department of Labor, examines the literacy needs of the learning disabled and makes recommendations on how to integrate basic skills and job-skills instruction into JTPA and other government employment and occupational training programs for which these people are eligible. Single copies are available free from the Office of Strategic Planning and Policy Development, U.S. Department of Labor, 200 Constitution Avenue NW, Room N5637, Washington, DC 20210.

9 *R.O.A.D. to Success*, from Penn State's Institute for the Study of Adult Literacy, is a comprehensive, computer-assisted basic skills program designed to prepare low-skilled commercial drivers to pass the written portions of the Commercial Driver's License (CDL) test. Based on the official CDL manual, the program is written at the 4th-7th grade level. It includes a Software Reference Guide,

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TOOLS OF THE TRADE



General Policy, Planning, & Research

1 *Enhancing the Volunteer Experience*, by Paul Ilsley, is a new book for coordinators of volunteer programs. It discusses why people become volunteers and what makes the experience worthwhile. The book is based on interviews with more than 300 volunteers, staff members, and managers in 34 organizations. The book contains numerous recommendations for improving organizational leadership, increasing the participation of volunteers, encouraging learning, and maintaining an emphasis on spontaneity and individual choice. Available for \$24.95 plus shipping (and sales tax for California, District of Columbia, New York, and New Jersey) from Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104-1310, (415) 433-1767.

2 *Literacy and Print Media*, from the Graphic Arts Literacy Alliance, contains presentations made at the Literacy Day Conference held during the Gravure Association of America's 1990 convention. It includes information about industry efforts to

address illiteracy. An introduction traces the development of the Graphic Arts Literacy Alliance. Available for \$22.50 from Graphic Arts Literacy Alliance, 4615 Forbes Avenue, Pittsburgh, PA 15213, (412) 621-6941.

3 *Refining Our Vision: New Approaches to Education in Connecticut*, a biennial report from the Connecticut State Council on Vocational-Technical Education, reviews how the state's educational system is (or is not) prepared to meet its future needs for skilled workers. It also applies the findings of *America's Choice: High Skills or Low Wages* to specific state concerns and makes numerous recommendations based on this extrapolation—e.g. courses should be given during the last two years of high school that combine classroom study with apprenticeships; a system of learning centers for dropouts should be developed; a study group should be set up to identify ways for business and government to share the costs of workforce literacy programs; and a system for coordinating employment and training programs should be developed. Available free from Anne Wingate, State Council on Vocational-Technical Education, 61 Woodland Street, Hartford, CT 06105-2386, (203) 566-4035.

4 *A Summary Report: National Forums on the Adult Education Delivery System*, summarizes the testimony presented at a series of adult education hearings held by the U.S. Department of Education in early 1991. Most participants expressed a need for greater coordination and integration of services among federally-funded programs, common performance standards to measure program effectiveness, full-time professional teaching staffs, more funding for a wider range of provider organizations, and better intake and assessment procedures for adults with special needs. Available free from the Clearinghouse on Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, (202) 732-2396.

5 *VOICES FROM THE FIELD: 30 Expert Opinions on America 2000*, *The Bush Administration Strategy To "Reinvent" America's Schools*, from the William T. Grant Foundation Commission on

TOOLS OF THE TRADE

(Cont'd from p. 11)

Learning Activity Packets (print materials that parallel the computer modules), an Instructor's Manual, a CDL Basic Skills Check (criterion-referenced test), and an Evaluation Report. The program operates on IBM PC or compatible equipment or Macintosh systems. To obtain a preview set and price and ordering information contact the Institute for the Study of Adult Literacy, Penn State University, 204 Calder Way, Suite 209, University Park, PA 16802, (814) 863-3777.

[10] SkillWorks, from Imsatt Corporation, is a comprehensive and appealing computer-based basic skills program designed for general and workplace use with students reading at the 3rd-8th grade levels. It contains some 75 hours of instruction in seven skills areas: grammar, spelling, punctuation, writing, capitalization, vocabulary, and comprehension. The course includes instruction, exercises, and games, as well as a strand of "dramatizations" that build "life skills" while showing students the real-life applications of the other skills they are learning. Students are able to hear words pronounced, go to a built-in dictionary for definitions, and hear most of the material they read from the screen. The program includes a pre-testing component and has a built-in diagnostic system to keep track of and report on a student's progress. It can automatically track students through their course work and produce appropriate homework assignments. It includes an authoring system, so that it can be customized to fit the specific needs of employers and literacy programs. In addition, Imsatt will help businesses and other users develop individualized versions. The program runs on the Commodore CDTV (with a CD-ROM). The hardware and software is sold as a unit and costs \$3,000. Substantial quantity discounts are available. For more information, contact Richard Hetherington, Director of Sales, Imsatt Corporation, 105 West Broad Street, Suite 301, Falls Church, VA 22046, (703) 533-7500.

[11] Vestibule Training: Basic Skills for New Hires, by Jerome Rosow and Robert Zager, is the first interim report of the Work in America Institute's three-year research project, "Job-Linked Literacy: Innovative Strategies at Work." The report contains an overview of the value of job-linked literacy training in general and of vestibule training (for entering employees) in particular. It presents detailed case studies of five vestibule programs that have been assessed in the project and that on the basis of proven results are national models worthy of replication. Available for \$195 from the Work in America Institute, 700 White Plains Road, Scarsdale, NY 10583-5008, (914) 472-9600.

General Program & Curriculum Development

[12] Adult Basic Education Resource Guide, from the Apple Computer Company and List Services, describes seven diverse adult basic skills programs that use the latest Macintosh or Apple computer technology for instruction. In addition, the guide gives an overview of the role of technology in adult basic education, identifies characteristics of useful software, and lists organizational and material resources. Available for \$15 from List Services, Inc., 10810 Harney Street, Suite 202, Omaha, NE 68154, (402) 334-4991.

[13] How To Start a Volunteer Literacy Program in Corrections (\$5), by Dale Marlin, is a new handbook from Literacy Volunteers of America. Based on LVA's own experience, the publication outlines procedures for starting and running a prison-based program. The question-and-answer format and reproducible forms make the book particularly helpful. LVA also publishes Orientation for Literacy Volunteers in Corrections (\$2.50), by Dale Marlin, a short guide that introduces volunteers to the unique aspects of working within a prison setting. Order from Literacy Volunteers of America, Inc., 5795 Widewaters Parkway, Syracuse, NY 13214, (315) 445-8000.

[14] Literacy Action: A Resource Book for Colleges and Universities, second edition, by Louisa Meacham with Beverly Schwartzberg, is an introduction to literacy issues and a handbook on how to start and operate adult literacy programs. The book contains examples of initiatives involving colleges and universities and may be useful to a wider audience. Available for \$20 from Campus Outreach Opportunity League, 386 McNeal Hall, University of Minnesota, St. Paul, MN 55108-1011, (612) 624-3018.

Family Literacy

[15] Family and Intergenerational Literacy Programs: An Update of "Noises of Literacy", by Ruth Nickse, examines the social context for increased attention to family and intergenerational literacy, reviews the research base underlying such work, discusses current program practices in various institutional settings, offers guidance on what constitutes an effective program, and points to research and policy issues that need attention to advance good work in this area. Among the author's many recommendations are that regional clearinghouses need to be established to disseminate information and provide technical assistance... that funds must be increasingly targeted on groups with special needs, particularly women in poverty... that workplace literacy programs should be expanded to include family literacy components... that better program evaluation is needed... and that cross-disciplinary, longitudinal, and ethnographic studies need to be funded. Available for \$8.75 prepaid from Center for Education and Training for Employment, The Ohio State University, Publications Office, Box P. 1900 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815.

[16] The Mechanics of Success: An Illinois Family Literacy Report is a two-part report on family literacy from the Illinois Literacy Resource Development Center. Report #1, Family Literacy Programs (\$25), presents the findings from a study of 19 family literacy programs in Illinois. It discusses all aspects of program development and operation, including the demographic characteristics of the participants. It also contains descriptions of exemplary family literacy approaches and a framework for evaluating them. Report #2, Evaluation (\$15), contains the full evaluation framework and outlines assessment strategies. Order from Illinois Literacy Resource Development Center, 200 South Frederick Street, Rantoul, IL 61866, (217) 839-1318 or (800) 252-1108 in Illinois.

[17] The Partnership for Family Reading, by Ruth Handel, describes a school-based family literacy program developed by Montclair State College in partnership with the Newark, New Jersey, public schools. The publication contains step-by-step

guidelines to help others replicate the program, including workshops for parents and joint activities for parents and children. Available for \$6 from Partnership for Family Reading, 205 Chapin Hall, Montclair State, Upper Montclair, NJ 07043, (201) 893-7190.

[18] The Bell Atlantic/ALA Family Literacy Project publishes an on-going series of Fact Sheets on family literacy issues. Although they are not issued on a regular schedule, the Project publishes at least three a year. Titles to date are: Introduction, How To Start a Dial-A-Story, How To Write in Plain English, Libraries and Local Business Partnerships - Connections for Family Literacy, Developing a Family Literacy Project, and How To Recruit Participants Using Nonprint Media. Single copies of the Fact Sheets are available free. To receive back issues or to be put on the mailing list contact Margaret Monsour, Project Director, Family Literacy Project, American Library Association, 50 East Huron Street, Chicago, IL 60611, (312) 944-6780.

CORRECTIONS

- The main source of funding for the Center for Rehabilitation Technology's Satellite Literacy Program (see BCEL Newsletter, 7/91, p. 2) is the Lettie Pate Evans Foundation, which is a member of the Robert W. Woodruff Foundation. It is not associated with the Coca Cola Company, though some funding has been given by the Coca Cola Foundation.
- The Middlesex County Employment and Training Office (see United Electric Controls, Corporate Literacy Action, BCEL Newsletter, 7/91, pp. 13-14) is located at 14 Chapel Street, Somerville, MA 02144.
- The National Center for Adult Literacy at the University of Pennsylvania (see R&D Projects Underway At NCAL, BCEL Newsletter, 7/91, p. 4), has indicated that Daniel Wagner, 215-898-1925, is the proper contact for information about NCAL activities.

CORPORATE LITERACY ACTION

Business & Industry Training Center in New York City

For more than 20 years, the Business and Industry Training Center (BITC) at New York City Technical College, part of the City University of New York (CUNY) system, has been providing New York's employers with customized employee training programs. Program costs are borne almost entirely by BITC clients. The first courses BITC offered were in the area of basic literacy. Since then it has expanded into computers, electricity, electronics, and most recently, interpersonal skills. One long-running BITC program is the Developmental Studies program at New York Telephone, which started more than 10 years ago. The program offers over 30 courses in clerical, technical, computer, and profes-

sional skills to non-managerial employees. It includes four levels of math and English, beginning with basic computing, reading, and writing and progressing to pre-college algebra and technical writing. The annual enrollment for the program is over 2,000, of which some 70 percent sign up for one or more of the math and English courses. The courses are taught on company premises and at seven CUNY sites, and students pay registration fees equal to 25 percent of the costs. Among BITC's other clients are IBM, Mount Sinai Medical Center, General Motors, Sheet Metal Workers' Union, and Teacher's Insurance and Annuity Association. (Contact Patrick Yanez, Director, New York City Technical College, 250 Jay Street, Suite M 305, Brooklyn, NY 11201, 718-260-5757.)

Sears/UAW GED Program

When United Auto Workers local 1896 negotiated a new contract with Sears Manufacturing Company of Davenport, Iowa, in 1989, job security was a major issue. The union recognized that workers would need to have up-to-date skills to keep their jobs in the changing workplace. So a job training program was negotiated. At first it was limited to job skills such as reading blueprints and using tools and gauges. It soon became apparent, however, that many employees did not have the basic skills needed for these classes. A subsequent survey of employees' educational levels revealed that a large number lacked a high school diploma and many had very low basic skills. So the company and union

approached Scott Community College, one of three colleges in the Eastern Iowa Community College District, for help. The College's Career Assistance Center developed a "Skills Enhancement" program with the aim of preparing Sears' workers for the GED. (Students whose skills are not advanced enough for the GED program are given basic skills instruction first.) The first GED course ran from early April through June of this year. A second session began in September. Classes are given during shift time at the union hall. Attendance is strictly voluntary. (Contact Dennis Anderson, Director, Human Resources, Sears Manufacturing Company, 1718 South Concord, Davenport, IA 52802, 319-383-2800; Gail Hogan, President, UAW Local 1896, at the same address; or Peg Garrison, Advisor, Career Assistance Center, Scott Community College, 627 West 2nd Street, Davenport, IA 52801, 319-326-5319.)

Motorola Experiments With At-Home Learning

Last year, 53 workers at Motorola's Semiconductor Products plants in Tempe and Mesa, Arizona, took part in a novel experiment in the use of unsupervised computer-based instruction to improve employees' reading skills. The pilot, called Project SALSA (Southwest Advanced Learning Systems for Adults), was conducted from July to December 1990 in collaboration with the Rio Salado Community College, which administered it and coordinated research activities. In-kind contributions came from Apple Computers, Inc.; U.S. West Communications; Businessland, Inc.; University Communications, Inc.; and the University of Illinois.

For this effort, factory workers who were already enrolled in company reading classes were also given the use of Macintosh computers in their homes. It was hoped that the supplementary computer experience would accelerate the improvement of reading skills applicable to their jobs at Motorola. The computers were linked via satellite and interactive telecommunication to NovaNet, a software library at the University of Illinois in Urbana-Champaign. After initial training on the computers, the 53 workers were free to use them in any way they chose, taking (or not taking) advantage of the wide range of educational and recreational software available through NovaNet. The workers' families were also encouraged to use the computers. Thirty of the participants were paired with a control group of 30 workers in

the company's on-site reading program who did not receive computers. Both groups were pre- and post-tested using TABE (Tests of Adult Basic Education).

The experiment is now complete and Rio Salado Community College has issued a report on its findings, called *SALSA Pilot Project Research Report*. After the first two-week period, during which computer use was high, most participants spent little time at their computers. However, a core group of 18 used the computers regularly for at least one to one-and-a-half hours in every two-week period. Reasons for the drop-off in use ranged from frustration with computer operating procedures to the Persian Gulf crisis, which necessitated unexpected overtime to meet military orders from Motorola. For those workers who remained involved, the final report indicates that the project definitely contributed to worker enrichment and skills improvement. Even with the drop in computer use, participants made greater gains (9 months) in TABE scores than the control group (2 months). While the difference is not statistically significant, it does point to a need for additional research in this area. The report recommends that future research projects use a sample of at least 400 learners, offer more systematic training and support in the use of computer hardware and software, and involve more staff-participant communication.

(For more information or a free copy of the report contact Karen Mills, Associate Dean of Instruction, College and Adult Literacy, Rio Salado Community College, 640 North First Avenue, Phoenix, AZ 85003, 602-223-4280.)

GTE Family Literacy Project

The GTE Foundation is the philanthropic arm of GTE Corporation, a Stamford-based (CT) telecommunications, lighting, and precision materials company. The Foundation has been supporting literacy through its grants to Literacy Volunteers of America since 1986. In 1990-1991, the Foundation joined with LVA to conduct a one-year pilot family literacy program. The Foundation not only provided \$147,000 in funding but was an active partner in the effort. The six sites selected were all located near GTE facilities so that employees could serve as volunteers and the company could participate in the public and community relations aspects of the program. In addition, the Foundation produced a recruiting poster and recruitment and tutor training videocassettes. The course itself varies from

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GED Class At Sears

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site to site depending on local needs. In all cases, however, tutors are trained to use LVA's *Reading With Children* in structuring their classes, and the focus is on helping parents or caregivers read to their children, rather than teaching them to read per se. The goal is to use this initial introduction to motivate parents to continue in reading programs after the 6-8 class sessions are over. An integral part of the project was the development of a handbook to help other groups implement such programs. The handbook will be available from LVA later this fall. (Contact Michael Buchhold, Director, Literacy Volunteers of America, Southeast Regional Office, 545 North McDonough Street, Suite C, Decatur, GA 30030, 404-371-0446.)

Private Industry Council Sponsors S.W.E.L.L. Project

For the past three years, under JTPA funding, a private industry council in Washington state has been sponsoring a summer project called S.W.E.L.L. (Summer Work Earning and Learning for Life). The program is run by a partnership of Passkey Associates (a local affiliate of WAVE - Work, Achievement, Values & Education, Inc.), and the local office of Washington's Employment Security Department. Through schools and media ads, the program recruits low-income youths between 14 and 21 to work on community service projects while they receive job and basic skills training. The youths work in teams of

15 with a teacher and an employee specialist and engage in practical projects such as developing an urban wildlife refuge, building a portable classroom, and installing an underground irrigation system. They learn the reading and math skills they need at the job site as well as in classroom settings and are able to see immediately the utility of these skills. In addition, the program provides activities to develop leadership and build motivation and self esteem. The participants, called Associates, are paid \$4.25 an hour for time spent on the job and in class. Officially, they are employees of the Employment Security Department. Some 230 youths took part this past summer. About 75 percent were still in school (many classified as "at-risk"), another 25 percent were dropouts, and some 50 percent were minority group members. In the fall, according to program manager Renée Matson, the students went back to school with a new interest in what they were learning because they now understood its relevance to their futures. The dropouts were given counseling and guided into dropout retrieval and

GED programs. (Contact Renée Matson, Program Manager, Passkey/WAVE, 6515 West Clearwater, Suite 238, Kennewick, WA 99336, 509-735-8402.)

First Publishing: Classics Illustrated Reviewed By LVA

First Publishing of Chicago, Illinois, has arranged to have Literacy Volunteers of America review the texts, illustrations, and layouts for future titles in its *Classics Illustrated* series to determine their appropriateness for adult literacy students. Those titles that are found to be accessible to such readers will carry an LVA logo and be identified as appropriate for instructional use. Other titles will be identified as appropriate for independent use. All titles will direct readers to contact LVA or a local library for information about adult literacy programs. (Contact Stephen K. Lau, First Publishing, 435 N. LaSalle Street, Chicago, IL 60610, 312-670-6770, or Virginia Lawson, Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214, 315-445-8000.)

WHAT OTHER COMPANIES ARE DOING

GRANTS & IN-KIND HELP

During the 1991 baseball season Baltimore Orioles shortstop Cal Ripken, Jr., was the key player in the "Reading, Runs and Ripken" campaign to generate funds for adult literacy programs in the city. **Black & Decker**, **Colgate-Palmolive**, **McDonald's**, and **MCI** contributed \$10,000 each to underwrite a promotion that encouraged Orioles' fans to pledge \$10, \$50, or \$100 for each home run hit by Ripken. Autographed baseballs, caps, bats, and/or an invitation to a special event with Ripken in attendance were offered as incentives for giving. The **Baltimore Sun**, **Afro-American Newspaper**, **Baltimore Business Journal**, and **Baltimore Times** also publicized the effort with ads and clip-out pledge cards. By late August, with 40 games still to be played, \$66,000 — or an average of \$2,550 for each of Ripken's then 26 home runs — had been pledged to Baltimore Reads for support of local literacy programs. Two years ago, Ripken and his wife Kelly, who serves on the board of Baltimore Reads, donated \$250,000 to establish an adult learning center near the city's Memorial Stadium.

The **Bank of America** makes a contribution to the California Literacy Coalition (CLC) for each order received for its "Quotes" check series or the matching checkbook cover. Each check is printed with a scenic photograph and a handwritten quote that pays tribute to the joy of reading. More than \$57,000 has gone to CLC since the "Quotes" series was introduced in 1989.

Browning Ferris Industries recently donated building space for the first "flea market rummage sale" to benefit the Adult Literacy Program of Knox County (TN). **Whittle Communications** printed promotional fliers, and the **Knoxville News Sentinel** provided additional publicity. Other local businesses, including nurseries and furniture and hardware stores, contributed merchandise. The idea for the sale came from six VISTA volunteers working in the Adult Literacy Program and it is slated to become an annual event.

Colgate-Palmolive sponsored a literacy campaign in Atlanta this past spring to heighten awareness, raise money for Literacy

Action (LA), and inform the public about LA's programs. The three-month promotion featured announcements on radio stations **WVEE**, **WAOX**, **WCK**, **WIGOO**, and **WALR**, and displays at **Kroeger**, **Super-Value**, **Winn-Dixie**, **Drug Emporium**, **Big Star Foods**, and **A&P** stores. Colgate-Palmolive contributed 25 cents to LA for every purchase of Palmolive Dishwashing Liquid in participating stores. The \$10,000 raised will cover LA's costs for tutoring 25 students for one year.

Disneyland has made a \$15,000 grant to the South Coast (CA) Literacy Council. The Council has also received a **J.C. Penney** volunteer grant and a local Rotary donation of renovated classroom space for tutoring students.

The **Entergy Corporation** of New Orleans underwrote the production and printing of *Literacy Is Everybody's Business: The Power of the Word*, the final report of the Southern Regional Literacy Commission to the Southern Growth Policies Board. **BellSouth**, **Wachovia Bank & Trust**, and **Goldman, Sachs** also supported the year-long work of the Commission, which resulted in the establishment of the Southern Literacy Forum.

Field Publications, **Anthony Thomas Candy Company**, **Continental Office Furniture**, **Goal Systems International**, **American Honda Motor Company**, **Kroger Company**, **Pierce Communications**, **State Auto Insurance Companies**, **Stouffer Dublin Hotel**, and **Wendy's** are among the more than 50 contributors to "Challenge 2000," the fund-raising arm of the Literacy Initiative of Central Ohio. Launched last fall, Challenge 2000 aims to create an ongoing and growing source of financial support for adult literacy services from the area's business sector, labor unions, and community groups. **Warner Cable Communications** President James Gray chairs the Challenge 2000 steering committee, and the company has donated office space and a full-time "loaned executive," Ann Dorman, to manage the campaign.

GTech Corporation has made a grant to establish a workforce preparation program for residents of The Ark, a transitional housing unit for homeless mothers and their children sponsored by the Gary (IN) Commission for Women.



S.W.E.L.L. Students at Work.
Photo Courtesy of Passkey/WAVE

A **Hearst Foundation** grant of \$30,000 will help the New Mexico Coalition for Literacy meet the growing need for training and technical assistance in literacy programs statewide. The Coalition recently gave the **Albuquerque Tribune** and **KOAT-TV** its literacy leadership "President's Award."

On April 20, the **Issac Knapp District Dental Society's** team won the first "Bee for Literacy" spelling competition to benefit the Three Rivers Literacy Alliance in Fort Wayne (IN). Other team sponsors included **Central Boys**, **Dana Corporation**, **Fort Wayne Newspapers**, **GTE North**, **IBM**, **Innovations in Marketing**, **Lincoln National Corporation**, **Navistar**, **Nipco**, and **Southtown Readers World**. In July, **Chuck E. Cheese**, **Diamond Jim's**, **Korte Paper**, **Lee's Country Chicken**, **Rogers Markets**, and **RTM Mid-America** were contributors to JRLA's second "student potluck and recognition picnic," and the **Sunday Journal Gazette** provided media coverage of the event.

Individuals or companies in the Boston (MA) area giving an exclusive listing of real estate property to **Innovative Moves**, or booking reservations through the **Malmberg Travel Group**, can designate the Boston Adult Literacy Fund to receive a percentage of the commission earned on their business. **Innovative Moves** donates 10 percent of its commission, and **Malmberg** 15 percent.

James Money Management, **Bantam Doubleday Dell**, **Capital Cities/ABC**, **CBS**, **HarperCollins**, **MacMillan Publishing**, **New York Telephone**, **Newsday**, **Newsweek**, **Penguin USA**, **Simon & Schuster**, and **Time Warner** were corporate contributors to the LV-NYC's "Celebration of Reading" benefit held at Lincoln Center in May. First Lady Barbara Bush and a number of writers participated in the event, which raised \$300,000 for the LVA affiliate.

Lucky Stores Northern California Division and the **Golden State Warriors** sponsored a "Sign Up and Score" literacy campaign this summer. Any adult who registered for a library-based class during July or August through the Bay Area Literacy Programs (BALIT) will be eligible to attend a private Warriors' basketball practice to be held during the 1991-92 season. **Lucky Stores** will also continue to donate \$50 to BALIT for every assist Warriors' point guard Tim Hardaway makes during regular season games telecast on KPX or KICU. BALIT received \$20,000 from **Lucky** last year as a result of this innovative collaboration.

The **Beaver County Mellon Bank** donated an unused building it was leasing when Adult Literacy Action in Monaca (PA) outgrew its space, and area businesses — **Ryan Homes, P.M. Moore**, **Armstrong Cork**, **Economy Electric** and **Scherer Electric**, **WESCO**, **Barbara Peters Home Interior**, and **Slevin Contractors** — contributed materials and labor valued at over \$150,000 to renovate the new quarters. **Giant Eagle**, **Foodland**, **Vesuvius Pizza**, and **Perkins Restaurant** provided refreshments for the "grand opening" celebration. **Ryno Productions** designed three PSA's broadcast on local TV channels to thank the community for its support of Adult Literacy Action and to create literacy awareness.

Minolta Inc. recently sponsored a special promotion to benefit the National Center for Family Literacy. **Minolta** donated \$2, to be matched by its local dealers, for every call made on a new customer by its sales force on August 5. **Spiegel Catalog** has also chosen the NCFL as its selected charity to receive a \$30,000 contribution. In addition, **Spiegel** will feature the NCFL in its Christmas catalog, which will go to 1.5 million homes. The **Citizens Fidelity Bank** in Louisville made a special grant of \$10,000 for the purchase of state-of-the-art audio-visual equipment for the NCFL's training center.

Nelson Florida Rosses, **American Speedy Printers**, **Central Florida Typographers**, **Disney World**, **Maitland Rotary Club**, **Metropolis Graphics**, and **White's Book Town Stores of Florida** are supporters of the Adult Literacy League in Orlando.

J.C. Penney presented its "Golden Rule" award to Read for Literacy in Toledo (OH) in April. Other recent contributors include the **Dana Corporation**, **Exchange Club of West Toledo**, **First Toledo Corp.**, **Kiwanis Club of Westgate** and **Sun Refining & Marketing**.

Powell's Cascade Bookstore donated prizes for the Volunteer Tutor Conference sponsored in April by Oregon Literacy, Portland Community College, and Reed College.

Russell Corp., **Alabama Power**, **Alabama South Central Bell**, **Gulf States Steel**, and **Stockham Valves and Fittings** were among the companies underwriting and/or making presentations at a "Basic Skills in the Workplace" conference held in Birmingham last fall. The Alabama Literacy Coalition helped organize the event, which attracted 150 attendees.

The **Seattle Times** has donated \$20,000 to the Seattle Public Library system to create special book collections and reading areas for adult literacy and ESL students in its locations throughout the city.

The **South Carolina Textile Manufacturers Association** contributed \$21,000 in proceeds from its fall 1990 Textile Charity Golf Classic to selected local literacy groups throughout the state. The Association is comprised of about 70 firms that employ more than 146,000 people, many of whom will have the opportunity to improve their skills through the programs funded.

The Capitol Division of **Southland Corporation's 7-Eleven Stores**, as part of its "People Who Read Achieve" program, recently awarded \$120,000 in grants to 77 community literacy organizations in Maryland, Virginia, West Virginia, and the District of Columbia. To promote its new multilingual literacy helpline, 7-Eleven has imprinted its paper bags and decals with the message "Learn to Read or Be a Volunteer" in five languages (English, Spanish, Vietnamese, Korean, and Arabic), the toll-free number (1-800-424-READ), and a self-explanatory pictograph. More than 700,000 of 7-Eleven's "Back to School Reading Calendars," aimed at inspiring K-6th grade students to improve their literacy skills, were distributed to school systems throughout the Capitol Division area.

The **St. Joseph (MO) News-Press & Gazette** and **Southwestern Bell** are joint corporate funders of "Pass the Power," an educational program for low-skilled adults in the St. Joseph area.

The **St. Louis-Post Dispatch** is offering free three-month subscriptions to new adult readers in its Metro area who complete any reading course certified by Literacy Investment for Tomorrow (LIFT) Missouri. **Hallmark Cards**, **Kansas City Power & Light**, and **UPS** have provided partial funding for free in-service courses being offered by LIFT and the University of Missouri/Kansas City School of Education to area literacy trainers and tutors.

Support from **Texaco**, **Central Hudson & Electric**, **IBM**, the **Poughkeepsie Journal** (Gannett) and **Rotary Club**, and other community groups has enabled LVA-Dutchess County (NY) to launch its computer-assisted instruction learning center. The center's hours have been extended to two evenings a week to accommodate tutors and students, who have quickly adapted to the new technology.

The **UPS Foundation** was the primary corporate supporter of the third National Adult Literacy Congress held last month in Washington, D.C. Three adult learners and one literacy practitioner were selected by each state for participation in the conference, which focused on "new reader" leadership. **Laubach Literacy Action** and **Literacy Volunteers of America** were among the sponsors of the event, and other contributors included **Coors**, **General Motors** and the **UAW International Union**, the **Georgetown Marbury Hotel**, **Aitrus International**, and the National Coalition for Literacy.

Waste Management Inc., **American Express**, **Citizens & Southern Bank**, **Copyright**, **Cordis Corp.**, **Daoud's Galleries**, **Delta Air Lines**, **Gulfstream Newspapers**, **IBM**, **William Lyon Company**, and the **Miami Herald** and **Sun-Sentinel** are supporters of the Friends of Literacy through Libraries in Ft. Lauderdale (FL).

PLANNING, AWARENESS & RESEARCH

The **American Newspaper Publishers Association Foundation**, **National Newspaper Association**, and **National Newspaper Publishers Association** promoted and encouraged their members to participate in the summer "Family Reading Challenge 1991." **Clorox** provided major funding for the Challenge, a nationwide program that offered prizes and other incentives to encourage reading among young people and their families. The **American Library Association**, **International Association of Amusement Parks and Attractions**, **READAmerica**, and **ABC** were also partners in the effort.

The **American Society of Association Executives**, representing over 20,000 member groups, has given an "Advance America" award to the Southern Newspaper Publishers Foundation for its literacy awareness program begun in 1989. Over 300 associations vied for the Advance America honor, which recognizes significant contributions in such areas as education, research and statistics, professional standards and codes of ethics, and community service.

The **California Business Roundtable's** second-quarter newsletter carried an article, "Helping Children by Helping Their Parents: Family Literacy through the Local Public Library." It highlighted the work of the California Literacy Campaign in promoting library-based instruction for adult learners and their families, and cited various ways companies can support literacy programs. The California Roundtable is comprised of key executives from the state's largest corporations.

The **Fresno Bee** sponsored a "California: The State of Literacy" conference in September for representatives from education, business, and government. Conference highlights included a keynote address by Jonathan Kozol, a visit to the **Los Angeles Times** mobile computer lab, a premiere of segments from "The Discovery Series," and a session showcasing model programs in California. Literacy-related items also were published in the edition of the **Bee** which appeared on the first day of the conference.

New York Telephone hosted a focus group in New York City in July on the "Use of Braille and Other Technology and Adult Literacy."

Prudential Insurance, **AT&T**, **American Transtech**, **CSX Transportation**, the **Florida Times-Union**, **IBM**, and **Southern Bell** are members of the Jacksonville (FL) Literacy Coalition. The Coalition was recently awarded the 1991 "Creative Collaboration Award" from the Jacksonville Human Services Council for the most effective public-private partnership.

EMPLOYEE BASIC SKILLS PROGRAMS

Dobbs International Services, based in Memphis (TN), has opened its workplace continuing education classes to the families of its employees. The airline food catering company operates its "Dobbs Caters to Learning" program in a number of cities nationwide.

The **Hyatt Regency Lake Tahoe** (NV) held its third graduation ceremony in May for 26 of the 70 students currently enrolled in its workplace literacy program, "English for Special Purposes."

Sikorsky Aircraft and **Dresser Instrument Division**, with workforces of 11,000 and 750 respectively, offer general basic skills services to their employees in cooperation with Literacy Volunteers of Bridgeport (CT) and, in one case, the Stratford Adult Education Department. In both programs, employees have been trained to tutor co-workers.

AVAILABLE FROM BCEL

• The **BCEL BRIEF** contains bibliographic, curricular, and program referral information on specific topics in general and workforce/workplace literacy. Five workforce titles are currently available (\$3.00 each).

- #1 — Selected References in Workforce & Workplace Literacy
- #2 — National Technical Assistance Organizations
- #3 — The Hotel & Food Service Industries
- #4 — The Health Care Industry
- #5 — The Commercial Driver's License Test

• **Workforce/Workplace Literacy Packet** includes a variety of materials that will be helpful to those beginning to investigate the development of workplace programs. It includes a selection of BCEL Newsletters, a collection of newspaper and magazine articles, a reprint of the 1988 *Business Week* feature "HUMAN CAPITAL: The Decline of America's Workforce," Briefs #1 and #2, and other items. (\$15.00)

• BCEL's **State Directory of Key Literacy Contacts** (1991-92) edition is an aid for the business and literacy communities. (\$10.00)

• In the U.S. and Canada, a subscription to the **BCEL Newsletter** is free; back issues are available at no cost for one copy and at \$1.00 a copy thereafter. Foreign subscriptions are 20 US dollars annually, prepaid; back issues for subscribers are \$1.00 a copy, for nonsubscribers \$2.50. Articles may be reproduced without permission but must be reproduced in their entirety with attribution to BCEL.

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a 54-page resource designed primarily for local literacy programs. (\$15.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers and others wishing to develop job-linked literacy programs in the workplace. (\$15.00)

• **INDEX TO BCEL NEWSLETTERS** is a 20-page organization, title, and name index covering BCEL Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. Supplements will be issued periodically. (\$5.00)

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.25 a copy thereafter.

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$5.00)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (two volumes, one by David Harman, the other by Donald McCune and Judith Alamprese), and **PIONEERS & NEW FRONTIERS** (by Dianne Kangisser) are 1985 BCEL monographs. The two-volume publication assesses short- and long-term needs in adult literacy and recommends specific actions for the public and private sectors (\$15.00). **PIONEERS** assesses the role, potential, and limits of volunteers in combating adult illiteracy (\$10.00).

NOTES ON ORDERING: As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. All orders must be paid in U.S. dollars. Sales tax need not be added. Mailing is by the least expensive method.

BCEL Professional Advisors, 1991-92

William Bliss
President
Language & Communication Associates

Anthony Carnevale
Executive Director
Inst. for Workplace Learning
American Society for Training & Development

Jeanne Chaff
Professor Emerita
Graduate School of Education
Harvard University

Helen Crouch
President
Literacy Volunteers of America

Sharon Darling
Director
National Center for Family Literacy

David Hargreaves
Director, Programs
British Broadcasting Corporation Select

Judith Koloski
President
Judy Koloski & Associates

Larry Mikulecky
Director, Learning Skills Center
Indiana University

Garrett Murphy
Director, Div. of Continuing Education, Planning & Dev.
New York State Education Dept.

Connie Odams
Vice President, Prof. Services
American Association of Community & Junior Colleges

Susan Peterson
Vice President
The HRD Department, Inc.

Dorothy Shields
Director, Education Programs
AFL-CIO

Robert Silvanik
Director
State Literacy Exchange
National Governors' Assn.

Benita Somerfield
President
Simon & Schuster
Workplace Resources

Stephen Steurer
Executive Director
Correctional Education Assn.

Tom Sticht
President
Applied Behavioral and Cognitive Sciences, Inc.

Linda Stoker
President
Center for Essential Workplace Skills

Tarilyn Turner
Project Director
Life Long Literacy

Peter Waite
Executive Director
Laubach Literacy Action

Chris Zachariadis
Executive Director
Association for Community Based Education

BCEL Officers & Staff

Harold W. McGraw, Jr.
President

Gail Spangenberg
Vice President & Operating Head

Dan Lacy
Vice President

Wilma R. McCarley
Sr. Program Associate

Betsy Feist
Researcher & Writer

Bess Heitner
Researcher & Writer

Marie Longyear
volunteer

Ruth Weinstock
Research Associate

Mary Keenan
Executive Assistant

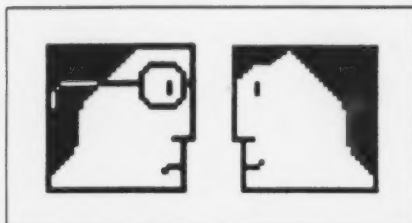
Joan Halpin
Sec. & Admin. Asst.

Beth Godat
Publications Assistant

Business Council for Effective Literacy

1221 Avenue of the Americas — 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

TALKING HEADS: Issues & Challenges In Adult Literacy



Taking the new National Institute for Literacy as a kind of turning point, BCEL recently interviewed 13 national literacy leaders about their concerns and hopes for adult literacy. Questions focused on research and public policy, literacy awareness, harmful notions and misconceptions in the field, and the role of the new Institute. We found much agreement, occasional disagreement, and many provocative ideas.

Those interviewed were: William Bliss (President, Language & Communication Associates), Forrest Chisman (President, Southport Institute for Policy Analysis), Jinx Crouch (President, Literacy Volunteers of America), Sharon Darling (Director, National Center for Family Literacy), Karl Haigler (President, The Salem Company), Garrett Murphy (Director, Division of Continuing Education, Planning and Development, New York State Education Department), Jorie Philippi (President, Performance Plus Learning Consultants), Tony Sarmiento (Assistant Director, AFL-CIO Education Department), Stephen Steurer (Executive Director, Correctional Education Association), Tom Sticht (President, Applied Behavioral and Cognitive Sciences, Inc.), Linda Stoker (President, Center for Essential Workplace Skills), Terilyn Turner (Project Director, Lifelong Literacy), and Peter Waite (Executive Director, Laubach Literacy Action).

Developing Quality Programs & Professionalizing The Field

Everyone interviewed stressed the need for research and public policy that will establish adult literacy as a quality enterprise and a full-fledged professional field. Their responses touched on such issues as definitional problems, assessment and evaluation, standards of accountability, staff development and teacher training, and a range of other topics.

Nearly everyone points to the need for better evaluation of programs and more accountability. Forrest Chisman puts it this way: "Across the board, we need to have a much better idea of what works in all areas of literacy and why it works, and we need better tools of evaluation. There is too much self-evaluation now. We also need to make programs more accountable, and at the same time provide the

help they need to meet new standards of accountability. Academic and policy organizations haven't looked at this area at all. Moreover, policy, research, and programs should focus more on not just teaching people but making some real difference in their lives." "Real accountability," Terilyn Turner emphasizes, "is a key ingredient to making the literacy field more professional."

A number of interviewees cautioned that in moving toward systems of evaluation and accountability, we must be sensitive to legitimate differences among programs and program purposes and operating style. "It's just as legitimate to help people meet short-term goals, such as filling out a job application, as it is to enroll them in a long-term program and measure success by whether they got a high school diploma or advanced so many grade levels," says Turner. Jinx Crouch and Peter Waite agree, noting that the issue has special importance to them because voluntary programs serve adults at very low levels and must gear their instructional services to a variety of individual goals.

There is considerable concern about the tools we presently have for measuring program outcomes. "We talk about setting standards against which program outcomes can be measured," says Garrett Murphy, "but we aren't at all clear about the standards on which indicators should be based. We can measure growth in the number of words someone learns, entry into training or employment, improvements in social behavior, or school grade achievements of the children of adult students, but the purposes of programs are very diverse, and proof of program quality may be very different from setting to setting. There is not one single instrument in the U.S. that can validly and reliably discriminate among performance differences or that gives any guidance as to what is needed by way of instruction."

As many see it, varying definitions of literacy are a major obstacle to the development of effective and measurable programs. Linda Stoker thinks that the definition contained in the National Literacy Act — *the ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential* — should be adopted throughout the literacy field. Large segments of the literacy field don't yet grasp all that the new definition embraces, she says. It puts value on the development of higher

(Cont'd on p. 6)

BCEL EDITORIAL

by **Harold W. McGraw, Jr.**
Chairman Emeritus, McGraw-Hill Inc.
President, BCEL

Since our last issue, efforts to implement the new National Institute for Literacy have been proceeding rapidly. An interim director and temporary staff have been hired, program planning is progressing, and the President's Advisory Board appointments are expected shortly. Barring unforeseen difficulties, it is expected that the Advisory Board will be seated by March, in time to take an active role in program, operational, and staffing decisions. In recent communications to those responsible for implementing the Institute, many literacy organizations including BCEL have been stressing the importance of the Board's early role, and it is gratifying to see that coming about.

It is also gratifying that fiscal 1992 funding for literacy has increased quite considerably. Provisions of the National Literacy Act, as well as the ongoing literacy programs of the U.S. Department of Education, have been funded at approximately \$372 million, up more than \$60 million over last year. However, most of this increase is for the basic ABE state grant program and Even Start, and funding for the Institute and the new State Resource Centers is well below the authorized levels. But considering budget pressures in Washington, literacy has indeed fared rather well. But we do have to keep in mind that literacy funding is still far below what the scale of the problem requires, and it is far from establishing literacy as a top national priority. BCEL will be doing its part to press for fuller funding next year and beyond, and we urge you to continue to speak out on the need as well.

Finally, as our feature article points out, there is a concern among literacy professionals that with the Institute in place and the increase in literacy research and demonstration grants around the country, many public officials and business leaders may conclude that the adult illiteracy problem has been licked. Actually, nothing could be farther from the truth. Granted that a lot has been accomplished, but our work has barely begun and we all need to renew our resolve to stay the course.

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NEWS IN BRIEF

Implementing The National Literacy Institute

On November 1st, Franmarie Kennedy-Keel was appointed interim director of the National Institute for Literacy, reporting directly to Secretary of Education Lamar Alexander. Ms. Kennedy-Keel has held various high-level policy and management positions at the White House and in the Department of Education. She will remain in her Institute assignment on a full-time basis and have the help of a small temporary staff until the Institute's Director is appointed. She has already consulted with dozens of literacy leaders and administration and congressional officials and pledges that the Institute will be developed in the most flexible, open, and independent manner possible. Task forces are now being assembled to help develop options for the Institute's research, technical assistance, and informational functions with the goal of producing by the end of February a set of recommendations for consideration by the governing Interagency Group and the Institute's Advisory Board. According to Ms. Kennedy-Keel, the President's Advisory Board appointments are expected to be made sometime this month, and by March, following FBI checks of each candidate, the Board should be in place. Once the Board is appointed, it will select the Institute's Director. In the meantime, permanent office space is being sought for the Institute in the vicinity of the White House.

FY92 Funding For Literacy

Funds appropriated or otherwise available for the key provisions of the National Literacy Act in FY92 (period beginning October 1991) are as follows: The *National Institute for Literacy* (\$4.8 million, with \$500,000 of this earmarked for research on the learning disabled) ... *State Literacy Resource Centers* (\$5 million) ... *Basic ABE State Grants Program* (\$235.8 million, up from \$200 million for FY91) ... *Family Literacy* under Even Start (\$70 million) ... *Commercial Driver's License Act* (\$2.5 million) ... and *Literacy for Incarcerated Individuals* (\$5 million).

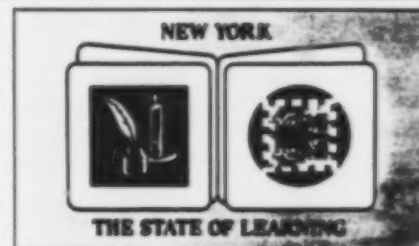
In addition, the U.S. Department of Education's *National Workplace Initiatives Grants* program is funded at \$19.3 million, *National Programs* at \$5 million, *Libraries for Literacy* at \$8.2 million, *English Literacy* at \$1.0 million, *Literacy for Homeless Persons*

(McKinney Act) at \$9.8 million, and the *Vocational Education Basic State Grant Program* (Perkins) at \$900 million. The *Student Literacy Corps* is funded at \$5.4 million and the *VISTA Literacy Corps* at \$4.8 million.

At the Department of Labor, *Title II of the Job Training Partnership Act* (pre-employment training and job placement for disadvantaged adults and youths) has FY92 funding of \$1.8 billion. The *JOBS* program of the Department of Health & Human Services is funded at \$1 billion (with an undetermined portion to be used for job-related basic skills training for welfare recipients).

New York State Looks To The Future

Last October, the New York State Board of Regents approved a statewide literacy plan developed by the State Education Department's Office of Continuing Education with the guidance of an external advisory committee. The plan was presented to the Regents in a report titled *Adult Literacy: The Key to Lifelong Learning*. The initiative is the first step in laying the groundwork for "achieving universal literacy in the state." The report examines literacy needs in the state, looks at how well each component of the literacy delivery system is meeting the diverse needs of learners, and examines issues of coordination and funding among programs and agencies. It then explores problems of outreach, access, and program quality and evaluation. For example, while over 200,000 adults in New York are presently enrolled in literacy programs, another two million in need of services have not been reached. To meet the state's needs, numerous recommendations are presented for action by businesses, unions, community groups, educators, and state government itself. They are directed to four broad goals: developing a stronger public understanding of and commitment to adult literacy and lifelong learning; better defining the specific needs of adults; increasing program capacity, accessibility, and coordination; and improving both program quality and systems of accountability. Among the specific recommendations are to set up regional planning models to coordinate services; to develop new models of instruction in work, home, and community settings, including computer-assisted instruction and other technology; to undertake programs to professionalize the training and reward systems for adult literacy teachers; to develop measurable performance standards for pro-



grams; and to create multicultural curriculum materials and alternative assessment techniques. (For free copies of the report contact Office of Continuing Education, New York State Department of Education, Cultural Education Center, Room 5D28, Albany, NY 12230, 518-474-8940.)

Survey Of Two-Year Colleges Shows Wide Involvement In JTPA Programs

NETWORK, a national consortium set up to advance and strengthen the involvement of two-year colleges in providing employment, training, and literacy services to public and private-sector employers, has issued the results of its 1989-90 survey of two-year colleges (in a publication titled *Results of the 1989-90 Survey for Two-Year College Involvement in Employment, Training, and Literacy*). Of the 1,126 colleges contacted, 384 responded to NETWORK's questionnaire, which sought information about their involvement in government-sponsored programs, types of services offered, and contracts with local businesses during fiscal year 1989. One of the key findings was that a surprisingly large number of two-year colleges are involved with Job Training Partnership Act programs. For example, 71 percent of the respondents operated local JTPA programs in 1989-90 and 29 percent operated state-sponsored JTPA programs. Some 40 percent offered U.S. Department of Labor-sponsored programs for dislocated workers. The survey also found that 38 percent delivered workplace literacy services and that nearly 15 percent offered state or local JOBS programs. In the aggregate, the colleges were contracted by business and industry to provide some \$88.4 million in services in fiscal 1989-90. NETWORK plans to repeat the survey every two years. (For more information or a copy of the survey report, \$10, contact Robert Vidos, President, NETWORK Consortium Board of Directors, c/o Cuyahoga Community College, 1001 Euclid Avenue, Cleveland, OH 44115, 216-987-4906. Note: Each year NETWORK also publishes *Report on the Family Support Act of 1988 Job Opportunities and*

Basic Skills (JOBS) Training Program and Report on the U.S. Department of Labor Programs and Funding Through the Job Training Partnership Act (JTPA). These publications are also available for \$10 each.)

Managing & Teaching With Computers

The Continuing Education Division of the Rancho Santiago Community College District in Santa Ana, California is providing adult basic skills, ESL, and high school diploma classes to some 12,000 area residents, about 10,000 of them enrolled in ESL classes. Instruction is given at 50 different sites in the city, including churches, community centers, colleges, and prisons. Almost all of it is computer-based, often making use of video disk technology. The system is very diverse, using a variety of software programs on stand-alone and interconnected networks of hardware from IBM, Macintosh, Pioneer, and Control Data Corporation. Students in the state's training program for welfare recipients (GAIN or Greater Awareness of Independence) log on to a Control Data network and its PLATO system for instruction, for example. Students in GED and ESL courses use a 30-station IBM network and the Josten INVEST Integrated Learning System. The computer courseware is supplemented with print materials from Barnell-Loft, Davidson Inc., Educational Activities, Sunburst, and other sources. The program also relies heavily on computers for administration and program management. For example, a large Macintosh network handles payroll, scheduling, attendance, resource inventory, staffing, and other administrative matters for all 50 instructional sites. This same system also enables individual teachers to track and record the progress of students. According to Ann Vescial, a reading instructor in the program, staff and students have been especially pleased with the Macintosh software — most notably Linguatex (a speaking program with excellent audio fidelity), Knowledge Inc. (a low-level literacy and ABE program), and Proficiency (a vocational training laser-disk program). Staff and administrators also make ongoing use of California's Outreach and Technical Assistance Network (OTAN), a statewide electronic database of resources for adult education practitioners. [Note: OTAN was described in the October 1991 BCEL Newsletter, p. 3.] Funding for the program comes from a variety of sources, including the State Legalization Impact Assistance Grants (SLIAG) program of the federal government. (For more information contact Ann

Vescial, Reading Instructor, Rancho Santiago Community College, 2900 West Ettinger, Santa Ana, CA 92704, 714-564-5105.)

Basic Skills & The Kansas Workforce

Last fall, the Institute for Public Policy and Business Research of the University of Kansas, in cooperation with the State Education Department and Kansas Inc., completed a comprehensive study of the basic skills needs of the state workforce. (Kansas Inc. is a private-public organization created by the legislature in 1986 to provide state leaders and decision-makers with policy direction to improve the state's economic competitiveness.) The study analyzed the impact of national and global technological and competitive change on the Kansas economy ... identified and examined all components of the state's adult education and literacy system, making numerous site visits ... surveyed and/or made site visits to 184 medium-sized and large businesses to find out what they were doing to upgrade worker skills ... and did a comparative assessment of policies and programs in other states. The study findings, along with policy and program recommendations for state action, were released in late August in a report called *Adult Basic Skills and the Kansas Workforce*. Among the many findings are these: Only one-third of the companies surveyed see a gap between the basic skills levels of their employees and the requirements of jobs, and only half of these offer basic skills help to their workers. Firm size and type have little to do with whether or not such services are offered (except in very small businesses), but for-profit firms are more likely to give training than non-profit employers. People in rural areas are less likely to have access to ABE services than others in the state. Nontechnical blue collar workers are more likely than any other group in the Kansas workforce to need basic skills training. Overall, some 125 firms indicated that their employees do not receive basic skills training. The major reasons given were lack of time to do the training, the high cost of training, and lack of training know-how. Among the many policy recommendations made in the report are that local ABE and business advisory councils be established to foster the development of job-related instruction in the workplace ... that a program be adopted specifically to enable volunteer literacy groups to provide instructional services at the community level ... that a pilot program be set up to develop workplace basic skills

training for clusters of firms by industry ... and that a statewide private-public Workplace Literacy Partnership be set up "to serve as a central clearinghouse for workplace literacy information, develop a strategic approach to creating workplace literacy programs in Kansas, and coordinate creation/development of workplace literacy providers." (For a free copy of the report, contact Kansas Inc., Capitol Towers Building, 400 South West 8th Street, Suite 113, Topeka, KS 66603, 913-296-1460.)



Major New Funding To Develop Low-Literacy Nutrition Materials

The National Heart, Lung, and Blood Institute has awarded four grants totaling \$7.57 million to the Stanford Center for Research, Penn State University, the University of Minnesota, and the University of North Carolina-Chapel Hill. The purpose is to develop nutrition education materials for low-literacy adults, which are designed to reduce cardiovascular risk factors. The grant periods range from three to five years. Primary emphasis in each case will be on topics related to lowering cholesterol. The materials will be tested with focus groups and through individual interviews and then revised accordingly. The resulting publications will be tested with low-literate adults in nutrition education classes and clinical settings to determine if they result in concrete changes, such as lowered serum cholesterol levels or weight loss. The findings will then be compared with control groups which are using standard materials not specifically designed for low-level readers. Once the materials have been shown to be effective, the institutions will develop methods to distribute them nationally. In addition, the Institute will use the project results to modify materials it has previously developed for low-literacy adults. (Contact Nancy Santanello, Project Officer, National Heart, Lung, and Blood Institute, 7550 Wisconsin Avenue, Room 604, Bethesda, MD 20892, 301-496-2465.)

(Cont'd on p. 4)

NEWS IN BRIEF

(Cont'd from p. 3)

The IRA & Adult Literacy

About five years ago, the president of the International Reading Association (IRA) formed an Adult Literacy Committee to make recommendations to the IRA Executive Board about activities and a role in adult literacy. Since then, a number of concrete initiatives have been undertaken, designed largely to promote and assist the involvement of local, state, and regional IRA affiliates (usually called councils or associations). For example, the Committee has developed and disseminated guidelines and ideas for implementing local literacy projects to all of its members in the U.S. and Canada. The focus is on awareness activities, collaboration with community literacy groups, and the provision of technical assistance help. In this regard, a program has been developed under which the local members earn credit toward becoming "Honor Councils," a form of recognition for being especially active. The Committee has also been disseminating information about affiliate projects that other affiliates can use as models. And it runs workshops to prepare council and association members to serve as effective literacy resource persons within their groups and communities. Dozens of local member groups have so far launched adult literacy initiatives. For example, the Virginia State Reading Association and the Northern Illinois Reading Association have prepared publications that local councils in those states can use as resources for developing their own projects. The West Virginia Reading Association published lists of resources available to literacy providers in their areas, and the Springfield Council in Illinois published a list of resources for adult learners. Councils in Tennessee and Alabama have produced tutor training videocassettes for local literacy groups. Moreover, about three years ago, a group of IRA members petitioned the IRA to form an official IRA Adult Literacy Special Interest Group (SIG). Some 200 IRA members who are active in adult literacy now belong to SIG to which they pay annual dues of \$5. They stay in regular touch to discuss common interests and problems and hold a special session at the IRA annual convention to which outside literacy speakers are brought in. (For information about the Adult Literacy Committee, contact Jorie Philippi, Chair, IRA Adult Literacy Committee, c/o Performance Plus Learning Consultants,

7869 Godolphin Drive, Springfield, VA 22153, 703-455-1735. For sample copies of the SIG newsletter and information about membership, write to Judy Richardson, Chair, IRA Adult Literacy Special Interest Group, Box 2020, Teacher Education, Virginia Commonwealth University, Richmond, VA 23284.)

Educational Data Systems, Inc.

Educational Data Systems, Inc. (EDS) was founded in 1979 to develop job training programs for manufacturers and displaced workers. Four years ago the firm adopted workplace literacy as a specific area of technical assistance. It has since been designing functional-context basic skills programs for employers and state agencies concerned with worker skills upgrading. It has also been training company personnel in how to develop and operate such programs themselves. For example, for the Indiana Job Training Association, EDS is currently training some 100 people at 15 different sites in how to conduct literacy audits and assessment and develop curriculum. It has done workplace literacy audits for some 25 California companies, in cooperation with the State Department of Education. Other recent clients include Apple Computer, the Michigan State Department of Adult Learning, the California Rapid Transit District, and Domino's Pizza. Two products originally developed by EDS for use with its clients are now available to a national audience: *Workplace Literacy Assurance Analysis* is a manual and set of forms designed to help companies identify workplace literacy problems within their organizations. *Occupational Analysis System for Workplace Literacy* is a complete manual for developing functional context training materials, from occupational analysis to evaluation of the finished product. (For more information or to obtain the materials cited contact Dennis Guzik, National Marketing Manager, Educational Data Systems, Inc., 22720 Michigan Avenue, Dearborn, MI 48124, 313-277-2742.)

Rutgers Alumni & LVA Join Forces

The Alumni Federation at Rutgers University in New Brunswick, New Jersey is involved in a novel partnership with Literacy Volunteers of America. Rutgers alumni organizations throughout the U.S. have begun working with local LVA affiliates to assist their ongoing tutoring activities. The idea arose when the University introduced a community service requirement for gradua-

tion. Alumni clubs decided that they should set an example for students and enhance the image of Rutgers as a caring institution by undertaking their own community service program. Literacy was quickly identified as an appropriate area of concern, and the Alumni Federation contacted LVA headquarters in Syracuse to explore the idea. The resulting program was launched this past November with dinners in New Brunswick and 26 other sites across the country (money raised at the dinners will be contributed to LVA). Jane Parker, Director of Alumni Programs at Rutgers, works with Jonathan McKallip, Vice President for Resource Development at LVA's national office, to coordinate the program. At the local level, individual alumni organizations are planning activities together with the local LVA affiliates. (Contact Jane Parker, Director, National Alumni Programs, Rutgers University, Winants Hall, 7 College Avenue, New Brunswick, NJ 08902, 908-932-7125; or Jonathan McKallip, Vice President, Resource Development, Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214, 315-445-8000.)

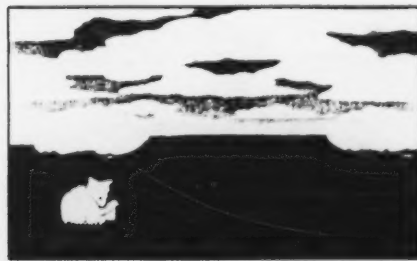
ACBE Funds Studies Of Program Effectiveness

In May 1991, the Association for Community Based Education (ACBE) awarded grants averaging \$4,000 each to 30 community-based organizations to support one-year "program effectiveness" studies. Each study focused on one of the following areas: (1) the impact of family literacy programs on relationships within the family and with the participants' involvement in issues that affect the family; (2) program improvement activities such as developing indigenous leadership; (3) the impact of literacy training activities on community life; and (4) the identification and assessment of good practices in such areas as instruction, materials use, provision of support services, and staffing. To give a sense of the variety of projects in process, The Center for Health Services in Nashville, Tennessee, which offers home-based literacy services, is looking at the nature of family participation in its instructional program. The Chicago Consortium for Worker Education is examining the role of learners in assessment. The Women's Program of the Lutheran Settlement House in Philadelphia is studying factors that contribute to student retention and self esteem. ACBE plans to follow with a second round of grants in early 1992 and in due course will publish a series of mono-

graphs about the lessons learned. On another front, ACBE has also launched a major drive to raise funds for unrestricted support for its core operations through 1993. The goal is to raise \$200,000 a year and to establish a permanent operations fund. Organizations that want to consider donating to this worthy cause should contact Chris Zachariadis, Executive Director, Association for Community Based Education, 1805 Florida Avenue NW, Washington, DC 20009, (202) 462-6333.

Award-Winning Literacy Poster

A full-color fine-arts poster commissioned by Literacy Volunteers of America-Missoula in Montana recently won the best-of-show award at the 30th annual Illustration West exhibit of the Society of Illustrators of Los Angeles. LVA-Missoula hopes that the poster, called "Literacy America," will raise money for its general operations while promoting adult literacy. Posters signed by artist Monte Dolack are \$40 each; unsigned posters are \$25. LVA-Missoula is also selling a note-card version of the poster for \$1.50 each (quantity discounts are available). Contact LVA-Missoula, 301 East Main Street, Missoula, MT 59802, (406) 543-4135.



Library-Based Family Literacy Programs Being Studied

With a \$79,000 grant from the U.S. Department of Education's Library Research and Demonstration Program, the School of Library Science at the University of Wisconsin is undertaking a one-year national study of library-based family literacy programs. The study will survey a random sampling of public libraries (about 1,000) to identify the family literacy programs they are operating and the characteristics of those programs. The information will be used to establish a baseline against which changes in library involvement in family literacy can be measured, to inform others about the kinds of activities being used in library family literacy projects, and to pinpoint factors that must be present in a successful program.

The study is scheduled for completion by August, with the findings to be shared through workshops and publications. (Contact Debra Johnson, Principal Investigator, Family Literacy Project, University of Wisconsin-Madison, School of Library and Information Studies, 600 North Park Street, Madison, WI 53706, 608-263-9404.)

Penn State Gets OERI Contract

The Institute for the Study of Adult Literacy at Penn State has received an \$800,000 contract from the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education to develop videotapes and related materials to help spread the word about exemplary practices and strategies in adult literacy. For the one-year project, which began in October 1991, the Institute has assembled an advisory board to identify model strategies and programs with a functional context focus — in general, family, and workplace literacy. It is also seeking suggestions from other sources. The Institute, working with WPSX-TV at Penn State and WQED-TV in Pittsburgh, will develop three types of videos: public service announcements for a general audience; documentary videos for organizations that assist literacy service groups, such as chambers of commerce; and instructional videos for literacy providers. The documentaries and instructional videos will be accompanied by supporting print materials. (For more information contact Eunice Askov or Lori Forlizzi, Institute for the Study of Adult Literacy, 204 Calder Way, Suite 209, College of Education, Penn State University, University Park, PA 16801-4756, 814-863-3777; or Steve Balkcon, Education Program Specialist, Office of Research-ERIC, OERI, U.S. Department of Education, 555 New Jersey Avenue NW, Washington, DC 20208, 202-219-2089.)

Conferences, Seminars, Workshops

- On February 17, in New York City, the Division of Library and Information Science and the School of Continuing Education of St. John's University are sponsoring a one-day congress called **Literacy, Library, and Family**. Contact Division of Library and Information Science, St. John's University, Grand Central and Utopia Parkways, Jamaica, NY 11439, (718) 990-6200.
- From April 12-14, the National Center for Family Literacy will hold its **First National Conference on Family Literacy** in Chapel Hill, North Carolina. Contact National

Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449, (502) 584-1133.

- On May 3, in conjunction with the International Reading Association's annual convention in Orlando, Florida, the Adult Literacy Committee is sponsoring a one-day Preconvention Institute called **Investigating Adult Literacy: Research Updates**. [See News In Brief item in this issue, The IRA & Adult Literacy.] Speakers will include Jorie Philippi, Daniel Wagner, Irwin Kirsch, Susan Lytle, and Larry Mikulecky. Contact Carol DeSantos, IRA, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, (302) 731-1600, ext. 213.

Other News

- The U.S. Department of Education recently awarded over \$8 million in Library Literacy Program grants to 262 state and local public libraries. For details contact Carol Lyons or Barbara Humes, Program Officers, Library Literacy Programs, OERI, U.S. Department of Education, 555 New Jersey Avenue NW, Washington, DC 20208-5571, (202) 219-1315. The Department has also announced 225 grants totaling \$46.5 million for fiscal 1991 family literacy projects under the Even Start Act. For a list of the grantees contact Letitia Rennings at (202) 401-1692.
- On September 17, "Seeko," the robot from Rocky IV, presented awards from **Literacy Volunteers of America** to UNESCO, UNICEF, the United Nations Development Programme, and The World Bank in recognition of their literacy work. The event was sponsored by Metro Management Associates, which coordinated the program and provided the robot.
- Illinois has announced FY 1992 Workplace Literacy Grant awards totaling some \$252,000. The grants went to 32 businesses which, in partnership with an outside education group, are offering employee basic skills programs. The businesses have provided \$627,000 in matching funds.
- Drew W. Allbritten has been named the new executive director of the American Association for Adult and Continuing Education.
- Jacque Cook, former head of the New York City Literacy Assistance Center, is now director of the Office of Adult Literacy of the Mayor's Office of Educational Services. ■

TALKING HEADS

(Cont'd from p. 1)

order thinking and problem-solving skills, as well as on the acquisition of basic reading, writing, and math, and it recognizes that personal, social, and job goals provide the context for instruction. It has implications for the way programs are designed and tells us that programs should be judged by whether adults can better apply the skills they acquire in home, community, and work settings.

Tom Sticht expresses the "professionalization" need as follows: "We have no real system or profession now, just bits and pieces — and people who are overburdened, overworked, underpaid, and underprepared. Furthermore, a huge cast of players, including various agencies of federal government, are working on different aspects of adult education, but nothing is synthesized or coordinated. To make matters worse, we don't have a cadre of trained professionals, an especially serious problem in workforce education, and we need to invest heavily in this area." "Most of what I see when I visit programs is the same as what I saw 15 years ago," adds Sharon Darling. "We haven't advanced as a profession, we're not developing full-time people to work in programs, not allocating resources to what works. We tend to give a little bit to everybody. We need to answer questions about cost benefits and to make recommendations on the national level about how resources should be allocated. If we know this works and that doesn't, then that should affect how the funding is targeted." Furthermore, she says, as things are "we have no infrastructure. What we've got is the top and the bottom, but no middle. We need research and training. The field will have to be professionalized if we are going to produce changes that make any difference."

One of Terilyn Turner's main concerns is the sharp dichotomy between practitioners and researchers. "The former want tools or action-oriented research that can help them now, while the researchers want to do ethnographic studies of people from birth to grave." Turner is sympathetic to both approaches but comes down on the practitioner side at this point. "There are finite resources and people in the field need to know now whether what they're doing makes a difference. We need research that can document outcomes. We also need a more systematic approach to data collection. One of the difficulties with federal programs, for example, is that each year they request different data from programs and their forms requesting the data change. The result is that there's no opportunity for collecting longitudinal data, and programs are sometimes forced to supply bogus information because their records are out of sync with the changing annual requirements."

Tom Sticht and several others call for a whole new policy orientation, one that reflects a different understanding of adult education and literacy. We don't know really what adult education is all about, they say, particularly for those who are non-college bound. Our policies reflect that, and so do the actions of students. Moreover, says Sticht, "we focus too much of the adult basic education effort on second-chance programs designed around K-12 notions, which is totally inappropriate for adults. There is too much emphasis on content that is irrelevant to adult lives, which explains in part why fewer than half of adults who enter programs will complete 50-100 hours of instruction." To make matters worse, say some of the interviewees, the new emphasis on lifelong learning as a national educa-

tion goal is creating more confusion. We are fuzzy in our understanding of how lifelong learning differs from adult education and literacy, and how our concepts of both connect to our understanding of JTPA training, the Job Corps, family literacy, welfare reform, worker retraining, and economic development. We need to clarify our ideas about the concepts we are using. Literacy is something altogether different from what we've been dealing with in the past. Sharon Darling indicates that what we need is a public policy for human resource development. "Lack of any real policy in this whole area helps explain the quick-fix mentality of so much that is going on today," she observes.

Many of the interviewees point to a need to better translate what we know into practice. Karl Haigler, for instance, suggests that we need a way to make sure that the national literacy assessments being carried out by ETS — which represent a new way of thinking about adult literacy — are factored into state policy development, program design, and development of evaluation tools. This can be achieved in part, he thinks, through public policy.

The nature and level of funding provided for literacy is viewed by nearly everyone as a serious problem. There is deep and growing concern about the precarious financial circumstances of many local and state planning and service groups. "They don't know from one year to the next whether and at what level of operation they'll be able to continue," says Turner, "and as demand for services grows, so does their level of frustration." Furthermore, says Forrest Chisman, "all along there has been too little funding for national leadership organizations like BCEL, the AAACE, and my own organization. We have been fighting an uphill battle to survive, and things are getting worse instead of better." Even though there is more public funding this year than ever before, federal and state money is widely thought to be inadequate and too short-term in nature. Already, some of our most promising programs have had to close down, and many, especially voluntary programs, are teetering close to the edge. But trends in corporate giving are also seen as part of the problem. The few companies that have had major grant programs — such as Gannett and Exxon — have either gotten out of literacy or plan to soon, and most other companies are reducing their support substantially. Moreover, only two or three general foundations provide significant funding for literacy, and the involvement of many more is needed.

Social attitudes about the value of adult education have a great deal to do with our funding priorities, say some of those queried, because our cultural beliefs directly affect our thinking about human resource development and mitigate against large scale funding for adults. To give just one example from Sticht: "It is a widely held belief that by the time children are eight years old, they have attained 80 percent of the intellectual capacity they'll have as an adult. This belief gets translated into policy and funding. So we see \$10 billion for compensatory Head Start and Chapter One programs and \$230 million for adult literacy and adult education. Many people believe adults can't learn much, even though research indicates otherwise. But we haven't done enough research and, as a result, we can't muster the countering evidence on ABE achievements. If the country doesn't really believe much can be accomplished with adults, it will continue to do what it's doing now, wave a hand in that direction and give a paltry sum." Garrett Murphy suggests

another line of research to help with the problem. He would like to see the effect of literacy education for parents on the learning of children systematically demonstrated. "If we could show that investments in boosting the literacy levels of parents have a real pay-off with children, adult education would be more highly valued in its own right than it is now."

Murphy and Bill Bliss both point to another kind of problem. "One of our highest priority needs," says Murphy, "has to do with refugees and immigrants. The Immigration Act of 1990 will let thousands of people with ESL problems into the country each year, and yet there is a total absence of public policy with respect to ESL education and job training. Furthermore, while there are dollars for re-educating and retraining Americans who might be displaced by the immigrants, not one dime has been provided for programs for the new arrivals." There are funds for general ESL services under the SLIAG program, but even so, says Bill Bliss, "we have too few programs to meet even the current demand, and inflexibility in program venues and hours is restricting access to them."

A quite different concern was expressed by Jinx Crouch. "Some policies," she said, "defeat other policies. For instance, some of our tax policies discourage people from staying in instructional programs because they may lose their welfare or other benefits. Too often people can't afford to remain in programs long enough to become really employable — and we need to look at the incentives and disincentives in our laws and sort them out."

Issues In Workplace/Workforce Literacy

Forrest Chisman speaks for everyone about one of the main needs in workplace and workforce literacy. "We don't know enough about what programs are most useful to employers, or about their costs and results. We need much more evaluation of existing experience and more experimentation with new ideas. When you talk to employers and workers about workplace literacy, what they are is very confused. We haven't yet done an adequate job of explaining the need for worker skills upgrading."

From the standpoint of public policy, Garrett Murphy and Tony Sarmiento see a clear need for incentives to place more responsibility for worker skills upgrading on business and industry. "We've got to look more carefully at how public money can be used to change employer behavior," Sarmiento says, "because employers must take more responsibility." Chisman observes that the closest thing we have to a workforce literacy "policy" is the grant program of the U.S. Department of Education. But making small grants for a year or two to education agencies in partnership with companies doesn't seem much of a policy to him. Who should the providers be, he asks, and are partnerships the most useful device or merely convenient? Sarmiento also finds this area ripe for public policy attention. "We need to focus much more on the link between workforce and workplace literacy and developing high performance work organizations," he says. "To do one without the other is to deal with only half the problem."

Garrett Murphy raises another kind of issue. "The JOBS program says the goal is to prepare people to be self-sufficient. But does this mean — considering the limited funding available — that persons on welfare should be given a long period of preparation so that they can enter the workplace in jobs above entry-level, where they will immediately make an

No Quick Fixes...



adequate income and indeed be self-sufficient, or does it mean that we should give welfare recipients the shortest amount of preparation that will allow them to function quickly in a job, even in rudimentary fashion, with subsequent on-the-job educational programs offered? No one really knows which of the two approaches — which have the same goal — will work best. Research and demonstration is needed to answer that question. We aren't sure either how best to blend occupational and basic education in a way that moves persons on welfare or in pre-employment status toward self-sufficiency. There has been very little significant attention to this issue."

Jorie Philippi stresses the need for more research and data collection on the transfer of cognitive learning to performance-specific contexts. For example, to what extent, she asks, are the skills learned in one job, such as chart reading, transferable to other jobs and job settings? "Competent people seem to be able to transfer information and skills from one thing to another," she says, "but there is no real research to back that up. This should be a top priority. In the long run, the only thing that will make any difference in people's ability to handle skills-related tasks, is whether we know what they need to learn and how to teach it across the board. We also need to track performance impact and conduct cost benefit analyses in companies offering literacy programs. Otherwise, we won't be able to show that these programs really do have a positive impact in the workplace, especially if offered on site. Employers need to see more clearly that they'll get a return on their investment."

The critical issue to Terilyn Turner is that of longevity. "I can start a workforce program tomorrow but will it be there a year or two from now? BCEL has taken the whole field a quantum leap forward, but employers that are both knowledgeable and committed to making real change are still few and far between. When they ask for help, they usually expect a quick fix and aren't prepared to invest anything."

There were differences of opinion about the extent to which workplace programs should be job-related, but most clearly feel that the research evidence supports this approach. Haigler points to the experience of the military, which conclusively shows job-related instruction to be more effective than generic programs in the workplace. He calls for research to demonstrate this more persuasively to the civilian community. Sarmiento and Bliss both say they have no problem with the idea that people should learn what's important on their jobs, but they argue strongly that this should be a first-step goal, the beginning and not the end. If you make training too narrowly job-related, and that is all you ever offer, they feel, there is a question about how much of the learning can be applied to other jobs and other settings.

Most of the interviewees are concerned about the lack of trained professionals to help companies develop effective job-related literacy programs.

Right now the expertise resides mostly in the hands of a few private consultants who are very expensive. Linda Stoker, one of those technical experts, stresses that "successful job-linked programs demand that those developing the program understand the workplace environment and the relationships between skills and work. One way of putting it is that teachers, program designers, and managers need to understand that you don't just teach math, you teach math to improve product quality or productivity. That means that linkages and principles of functional context learning must be understood and programs designed accordingly, which requires solid professional training."

Two main ideas were offered on how to overcome the paucity of technical assistance know-how in workforce and workplace literacy. Those closest to the problem believe the federal government must take the lead in helping the states to develop this capacity. They also suggest that community and public colleges should be the primary source of technical assistance help, with federal and state government helping to prepare them for this role.

Misconceptions & Harmful Notions

Everyone queried cautions that *there are no quick fixes*. "Quick fix" notions are prevalent in all kinds of literacy settings, especially the workplace, but, in fact, it will take time, effort, understanding, and money to bring about significant learning gains whatever the context for instruction.

Many feel that *it would be a serious mistake for people to think the literacy problem has been solved because of the new National Institute for Literacy*, and they think there is some danger of this. The Institute is a potentially important tool, but it cannot by itself resolve the kinds of substantive issues raised above, though it can provide needed leadership. Also needed is a sustained, long-term commitment on the part of the adult education and business communities, and on the part of federal and state policymakers. While significant gains have been made in literacy in the past several years, the movement is judged to be in a very fragile stage, all the more so because of the poor economy.

There is unanimity of agreement about the *danger in thinking that school reform is the answer to the adult illiteracy problem*. School reform is important in its own right, but it will do nothing for the millions of adults who are with us now and in need of skills upgrading. These people are in the workforce now. They are parents and voters now. School reform, which won't happen soon in any case, won't help them at all. The basic message is that this is not an either/or proposition, and adult literacy should not be treated as the poor step-child.

It is a serious misconception that voluntary programs can solve the adult illiteracy problem. Voluntary programs have a vital role in the literacy delivery "system" because they provide last-resort services to adults who do not fit into other programs. But the interviewees concur that expectations are unrealistic about how many and what kind of people voluntary programs can serve. They need a major infusion of funds to better meet their unique role, but they cannot alone, or even in large part, "fix" the adult illiteracy problem in all its dimensions. Forrest Chisman compellingly illustrates the point. He recently discovered in a research project of the Southport Institute for Policy Analysis that voluntary programs have been asked in a number of states to provide literacy services to welfare recipients. "It

has been absolutely demoralizing to the voluntary groups," he indicates. "They realized very quickly that welfare mothers require very intensive, sustained, long-term services which they are not equipped to provide. To ask these good people to take on such responsibilities hurts their reputation and their organization."

Steve Steurer argues that the *"keep them locked up" mentality of the correctional system is counterproductive*. Public policy supports locking offenders up, giving them longer sentences, incapacitating them," indicates Steurer. "One out of every 45 adults in the U.S. is presently in the criminal justice system and we simply don't have the resources to keep locking people up. We've got to explore rehabilitative programs." He thinks we need to know whether literacy programs, combined with other services, change inmate thinking patterns and attitudes for the better. "There is some research coming out of the Federal Bureau of Prisons which suggests that literacy education, given along with work experience, leads to a more successful integration into jobs and society."

Sharon Darling is specifically concerned about *misconceptions of the purpose and value of family literacy programs*. Apart from the fact that there is too little evaluation of program effectiveness, she feels that people don't fully understand that the focus of instruction in family literacy programs should be on parents. "Parents in the home environment convey a complex set of messages to their children about the importance of education and literacy. If we persist in the attitude that only teachers can teach, and that proper schooling will by itself impart respect for learning to children, we won't succeed in lifting the educational levels of our poorest youngsters. A major focus of our effort needs to be to overcome feelings of low self-esteem among parents and supporting them to influence the learning of their children. We must pay as much attention to upgrading the education of parents as providing education to children. By increasing the parents' own educational achievement we will change in a fundamental way the messages they convey at home."

Several interviewees worry that *notions of learner participation are exaggerated in workplace contexts*. In a company, they say, it's not just what learners want, it's what that company's mission, goals, and aspirations are. It's a bottom line issue. Workplace programs must have an organizational perspective in addition to what learners need. "You can't apply Paulo Freire's theories of the oppressed in business and industry," says Sticht. "You can't say 'you're oppressing your workers and I'm here to empower them to overthrow your dictatorial management styles.' It won't work."

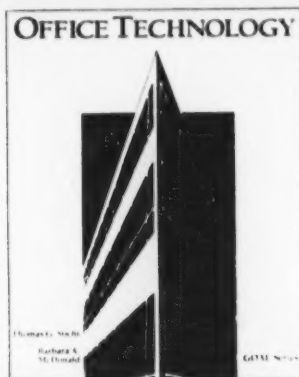
On Building Awareness

Everyone interviewed feels that progress has been made in building general public awareness, but without exception they feel strongly that the cessation of awareness efforts now would mean certain death for literacy. Memories are short, they say, and, while we have laid some important groundwork and put some tools in place, we still have a lot more rhetoric than attention to substance. Moreover, says Jinx Crouch, "there is no real commitment to changing anything."

Nearly everyone calls for redirecting awareness efforts toward specific issues and target audiences.

(Cont'd on p. 16)

TOOLS OF THE TRADE



General Policy, Planning, and Research

- 1 **Braille Literacy: Issues for Blind Persons, Families, Professionals, and Producers of Braille**, a 12-page booklet by Susan Spungin of the American Foundation for the Blind, explains the decrease in literacy levels among the blind in recent years, discusses Braille illiteracy, and suggests possible solutions to the problem. For a free copy write to the Publications and Information Services Department, American Foundation for the Blind, 15 West 16th Street, New York, NY 10011.
- 2 **A Directory of Literacy Programs for Limited-English-Proficient Adults and Out-of-School Youths**, a new publication from the National Clearinghouse on [ESL] Literacy Education (NCLE), lists programs throughout the U.S. that offer direct ESL instruction. Listings indicate the types of programs offered, populations served, and native languages of the participants. The directory also lists state, regional, and national adult literacy education contacts. Available for \$15 from National Clearinghouse for Literacy Education, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037, (202) 429-9292. NCLE also publishes a series of ERIC Digests and Minibibs (bibliographies) on different aspects of adult literacy. Titles include *Ethnography and Adult Workplace Literacy Design*, *Using Computers with Adult ESL Literacy Learners*, and *Sociocultural Aspects of Literacy*. For ordering information and a complete list of titles, contact NCLE at the above address.
- 3 **Making the Nation Smarter: The Intergenerational Transfer of Cognitive Ability**, by Thomas Sticht and Barbara McDonald of Applied Behavioral and Cognitive Sciences, Inc., examines the nation's past educational output in terms of cognitive gains in young people and adults and considers current attempts at educational reform and human resource development in light of past successes and failures. Among other conclusions, the authors find that the social nature of learning needs to be increasingly recognized as does the need to embrace functional context learning. Many recommendations are offered for improving policy, practice, and research—e.g. giving more attention to learning that occurs in non-school settings, using such approaches as cooperative learning and cross-age tutoring, focusing future research on the intergenerational transfer of cognitive ability, and doing

more research on specific ethnic and social groups. Available for \$10 prepaid from the Institute for the Study of Adult Literacy, Penn State University, 204 Calder Way, Suite 209, University Park, PA 16801, (814) 863-3777.

Workforce & Workplace Literacy

- 4 **"I'm Not a Quitter!" Job Training and Basic Education for Women Textile Workers**, by Juliet Merrifield, Lachelle Norris, and Loretta White, presents the results of a study in which 100 women, all laid off from jobs in the textile industry in 1988 after their plant closed, were interviewed 20 months after the closing. The women, half of whom participated in JTPA training programs, were asked about their perceptions of the training options available to them and the effect that participation in a JTPA or other education program had on their subsequent employment. Among the findings were that programs in which they enrolled generally offered training for low-paying "women's work," were not closely related to the local job market, and failed to provide needed support services. The study makes several recommendations for making job training programs more responsive to women's needs. Available for \$10, plus \$1.50 shipping, from Center for Literacy Studies, 102 Claxton Extension Building, University of Tennessee, Knoxville, TN 37996-3400, (615) 974-4109.
- 5 **Job Trails**, from Penn State's Institute for the Study of Adult Literacy, is a computer-assisted basic skills assessment system that evaluates skill levels in food service, health, maintenance, clerical, and retail occupations. Activities are coded according to the CASAS Workplace Literacy Analysis-Individual profile. The software was designed for use by adults entering job training or basic skills programs. It offers some skills instruction along with the assessment activities and a means for exploring career options. An *Instructors' and Tutors' Guide* offers suggestions for creating instructional materials and links areas of skill need to commercially-available curriculum materials. Can be used on IBM-compatible and Macintosh computers. The complete program sells for \$564; a preview set is available for \$25. Order from the Institute for the Study of Adult Literacy, 204 Calder Way, Suite 209, University Park, PA 16801-4756, (814) 863-3777.
- 6 **Managing Workplace Safety and Health: The Case of Contract Labor in the U.S. Petrochemical Industry** (228 pages) reports on a study by the John Gray Institute of Lamar University in Beaumont, Texas for the Occupational Safety and Health Administration. Guidance was given by a steering committee made up of industry, labor, contractor, and third-party experts; faculty at MIT, Harvard, and other academic research organizations were substantially involved as well. The study is based primarily on three national survey and nine petrochemical plant case studies. Among the study findings was that contract workers are on average less educated and less experienced than direct-hire workers, more likely to be Hispanic and to have difficulty communicating in English, less likely to get safety training, and more likely to experience accidents. Among the recommendations are that OSHA establish and implement safety and health training standards for the industry and that the industry itself develop long-term strategies to address the training needs of its present and future workers. Available for \$43 (paperback) or \$15 (microfiche) from the U.S. Department of Commerce,

National Technical Information Service, Springfield, VA 21261, (703) 487-4650.

- 7 **Project STRIDE: Service for Transition to Independence Through Education, Final Report**, reports on a pilot vocational training and job placement program designed to enhance the employability of adults with mild learning handicaps. The program was developed by the Institute for the Study of Adult Literacy at Penn State in partnership with Altoona Area Vocational Technical School. The report (\$22) and an accompanying manual (\$18), called *A Manual for Implementing Project STRIDE*, are available prepaid from the Institute for the Study of Adult Literacy, Penn State University, 204 Calder Way, Suite 209, University Park, PA 16801, (814) 863-3777.
- 8 **Rural Workplace Literacy: Community College Partnerships**, edited by Lynn Barnett, was recently published by the American Association of Community and Junior Colleges. The 14-page booklet describes the activities and outcomes of 10 projects carried out by member colleges in rural areas around the country in 1990-91. [See BCEL Newsletter, October 1991, News In Brief, p. 2.] Limited quantities are available at \$4 each from Lynn Barnett, Associate Director, Office of College/Employer Relations, AACJC, One Dupont Circle NW, Suite 410, Washington, DC 20036.
- 9 **States and Communities on the Move: Policy Initiatives To Create a World-Class Workforce** is a new 47-page release from the William T. Grant Foundation Commission on Youth and America's Future and 13 other national organizations. The publication reviews several dozen new policy initiatives, primarily at the state level, that are being undertaken to prepare young people for high-skill, high-performance jobs in America. It covers such ground as the establishment of HRD planning bodies, school-to-work transition programs, apprenticeship and community service programs, promising business-education collaborations, and creative funding mechanisms. By documenting some of the innovative work already being done in these areas, the report aims to challenge the imagination and thinking of legislators, policy officials, and everyone concerned about building a world-class workforce. The report argues that school reform alone will not achieve the level of national competence and economic competitiveness required, but that nothing less than the fundamental reform of the entire educational system is needed. In the programs highlighted in the publication the authors see the seeds of that reform. Available for \$5 prepaid from the William T. Grant Foundation Commission on Work, Family and Citizenship, 1001 Connecticut Avenue NW, Suite 301, Washington, DC 20036-5541, (202) 775-9731.
- 10 **The World of Work Inventory** is a test designed to help students and counselors make sound job, career, and educational decisions. It assesses such variables as personal interests, temperament, learning aptitude, and learning achievement as they relate to the requirements of specific jobs described in the *Dictionary of Occupational Titles*. The test is self-administered in about two hours. The standard inventory booklet is written at the 8th grade level. A modified version written at the 5th grade level is also available, as are Spanish and Australian editions. The publisher scores the inventory and provides profiles of the test-takers to student counselors. A specimen set containing an inventory booklet, answer sheet, interpretation guide, and other basic inventory components is available for \$27.95. To

order the specimen set or for additional information contact World of Work, Inc., 2923 North 67 Place, Scottsdale, AZ 85251, (800) 272-9694.

11 *Workplays: You and Your Rights on the Job* is a videocassette and accompanying workbook for use with intermediate and advanced literacy and ESL students. The program builds language, comprehension, and critical thinking skills in the context of employee rights and union issues. The cassette contains dramatic skits about workplace situations in which employee rights are an issue. The workbook contains the complete scripts of the skits along with previewing, viewing, and follow-up activities; discussion questions; and issue Fact Sheets. The videocassette with one workbook is \$65; additional workbooks are \$10 each. Spanish and Portuguese versions of the Fact Sheets are \$5 per set. Order from Labor Education Center, University of Massachusetts-Dartmouth, North Dartmouth, MA 02747, (508) 999-8007.

12 *Workplace Literacy System*, from the Conover Company, is a complete workplace literacy curriculum with several components. *Learning Activity Packets* is designed to teach some basic math and English skills and demonstrate their importance in specific occupations. Separate packets are available for each of 15 occupations. *Math on the Job* provides practice in basic math in the context of a wide range of occupations from accounting clerk to waiter. *English on the Job* teaches students to apply communications skills to the same group of jobs. *Reasoning Skills on the Job* helps students develop the ability to use reasoning skills to solve work-related problems. It contains diagnostic and remediation modules for twelve career clusters and seven reasoning/critical thinking competencies. The above components are available in both print and computer formats, but two others are available in computer versions only: *Social Skills on the Job* and *Learning How To Learn Series*. The first program enables students to practice "personal," "initiating," and "responding" social skills, such as taking responsibility, introducing oneself, and following instructions. The second program contains modules on following directions, building memory skills, using sensory input, study skills, and test-taking. All components in the system are available in many configurations. For preview materials, and information about hardware requirements, prices, and ordering contact the Conover Company, PO Box 155, Omro, WI 54963, (800) 933-1933.

13 Career Publishing, Inc. has issued a range of materials - developed by Bob Calvin and the Highway Users Federation for Safety and Mobility - to prepare low-literacy-level bus and truck drivers for the Commercial Driver's License exam. A series of CDL Videos cover the general knowledge, air brake, combination vehicle, tank vehicle, passenger transport, hazardous materials, and doubles/triples tests. The videos give sample test items and illustrated explanations of the answer choices. Where appropriate separate versions are available for bus and commercial drivers. A parallel series of CDL Audio Tapes are available in both English and Spanish. Related *Test Study Books*, also in English and Spanish, can be used with the audio or video cassettes or independently. The *CDL Driver Workshop Series* is made up of workbooks and instructor's guides that contain transparency masters on each of the topics listed above, plus "CDL Basics." The books are written at the 5th-6th grade level, but accompanying explanatory graphics in the books and on the videos and transparencies bring the

overall reading level down to grade 2. For prices, ordering information, and a catalog of the publisher's other CDL test preparation materials, contact Career Publishing, Inc., 910 North Main Street, PO Box 5486, Orange, CA 92613-5486, (714) 771-5155 or (800) 854-4014.

14 Educational Activities, Inc. has published two computer-based programs for workplace use. *Reading in the Workplace* is a reading comprehension program available in two versions—*Construction* and *Automotive*—for use in the building and automotive trades. Each version uses job-related passages to teach reading and critical thinking skills and to introduce relevant concepts and vocabulary. Each version is also available at three levels of difficulty (3rd-5th grade level, 5th-7th grade level, 7th-9th grade level). In addition to the computer software, the program includes print materials for the teacher and reproducible worksheets. *Math in the Workplace* is a developmental math curriculum that incorporates activities from such job areas as agriculture, building trades, business, and health occupations. Here, too, there are multiple program units: *Using Graphs, Charts, and Tables*; *Measuring in Traditional and Metric Units*; and *Working with Lines and Angles*. Each program includes the computer software, print material for the teacher, and reproducible worksheets. Educational Activities also offers a comprehensive math and literacy curriculum called *Solutions*. This program, which is designed for a wide range of age and ability levels, combines 14 of the company's instructional, management, and assessment programs, and a manual called *Options for Learners*, into one integrated system. For information about hardware requirements, previewing, prices, and ordering, contact Educational Activities, Inc., PO Box 392, Freeport, NY 11520, (800) 645-3739 or (516) 223-4666 in New York.

15 Educational Technologies Inc., has published two new occupational assessment tests designed to be used in conjunction with its Basic Academic Skills For Employment (BASE) computer-assisted program (in which mid-range basic skills instruction is given in relation to some 12,000 specific jobs). [Note: The BASE program was covered on p. 9 of BCEL's January 1989 Newsletter.] The *Aptitude Based Career Decision* test assesses students' "clerical perception" (demonstrated by quickly and accurately determining if two numbers are the same or different), vocabulary, computation skills, spatial perception, and inductive and analytical reasoning ability. The results are used to match students' abilities to occupations. The *Interest Based Career Decision* test (IBCD) uses responses to 200 captioned pictures—which show aspects of various types of jobs—to identify occupations compatible with students' interests. (The pictures are available in a "Survey Book" or on A-V cartridges that require a special projector sold by the publisher.) Both tests come in computer and paper-and-pencil versions. For more information, contact Educational Technologies Inc. 1007 Whitehead Road Ext., Trenton, NJ 08638-2405, (609) 882-2668.

General Program & Curriculum Development

16 *Adult Basic Education: An Interdisciplinary Journal for Adult Educators* is a new journal from the Commission on Adult and Basic Education of the AAACE. Published three times a year, the journal contains articles on adult literacy issues, information about literacy legislation, and reviews

of professional books and curriculum materials. Subscriptions are \$20 a year (\$30 outside the U.S.) from Stan Brown, Membership Chair, Newport Public Schools, 437 Broadway, Newport, RI 02840. (Make checks payable to COABE.)

17 *Returning to Learning: Getting Your GED*, by Rick Conlow, is a book designed to help adults who want to earn high school diplomas take the first steps toward getting their GEDs. The book describes the five GED tests, contains sample test questions, and provides text and activities to build confidence and develop the positive attitudes needed to study for and pass the tests. Available for \$7.95 from Crisp Publications, Inc., 95 First Street, Los Altos, CA 94022, (415) 949-4888.

18 *Teaching Adult Beginning Readers: To Reach Them My Hand*, edited by Alan Frager, is new from the College Reading Association. It applies current research and practices in reading instruction to the teaching of adult literacy. Based on whole-language theory, the book discusses learner assessment practices, instructional strategies, curriculum and materials development, and program development and evaluation. Available for \$7 from Alan Frager, Department of Teacher Education, Miami University, Oxford, OH 45056.

19 *The Well-Built Book: Art & Technology* is a new 28-minute videocassette from the Book Manufacturers Institute. It presents the history of bookmaking and describes modern bookmaking materials and processes. This beautifully-produced video may serve as motivation to new readers by instilling interest in the book and the written word. Available in VHS and Beta formats (\$49.95), 3/4-inch video (\$60), and 16 mm film (\$349.95) from Book Manufacturers Institute, 111 Prospect Street, Suite 405, Stamford, CT 06901, (203) 324-9670.

20 *Words for Life: A Report on a Community-Based Adult Literacy Program*, describes a community-based workplace literacy program operated for two years in Baltimore by the Enterprise Foundation. The program was designed for unemployed or under-employed adults whose reading and/or math skills were below 4th grade level. Some 306 adults took part in the 8-12-week class cycles, including employees of Johns Hopkins Hospital. The report describes the program's structure and approach, use of computers, assessment and evaluation methods, case management procedures, and employment services. It also draws a number of conclusions from program outcomes. Available for \$10 prepaid from the Enterprise Foundation, PO Box 1490, Alexandria, VA 22313, (301) 964-1230.

21 *Working for the Future of Hawaii's Children, Youth, and Families* is a report from the Hawaii Office of Children and Youth on its projects during 1989-1990. It includes information about the Office's efforts in community, family, and workplace literacy. Available free from the Governor's Office of Children and Youth, PO Box 3044, Honolulu, HI 96802, (808) 586-0110.

22 Seal Press has published two books for low-literate female readers who may be victims of abuse. *You Can Be Free: An Easy-To-Read Handbook for Abused Women* (\$6.95), by Ginny NiCarthy and Sue Davidson, defines various forms of abuse and offers advice on how to deal with it. Written at 6th-8th grade level, the book contains activities that will help readers evaluate and cope with their personal situations. *No More Secrets* (\$8.95), by Nina Weinstein, written on the 5th grade level, is a

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TOOLS OF THE TRADE

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novel about a teenager who has been sexually abused by her mother's friend. Available from Seal Press, 3131 Western Avenue, Suite 410, Seattle, WA 98121-1028. (206) 283-7844. Add 15 percent for postage and handling.

And Highlighting . . .

[23] After a three-year development period, Glencoe Publishing of Macmillan/McGraw-Hill has just published the first titles in its GOALS series (*Glencoe Occupational Adult Learning Series*), a program designed primarily to move basic education students into full-time job training. The program was developed by Thomas Sticht of Applied Behavioral & Cognitive Sciences and Barbara McDonald, adjunct professor at San Diego State University and a frequent collaborator of Sticht's. It is based on research undertaken by Sticht for the U.S. Navy in the mid-1980s. It combines a "Knowledge Base" book (\$7.45) with two "Information Processing Skills" books (Reading and Math, \$8.70 each) in five different occupational areas: *Office Technology, Health, Electricity/Electronics, Automotive, and Construction*. The series is built on the premise that a high level of background knowledge leads to a higher level of comprehension than would be expected based on a learner's reading level. Consequently, equal weight is given to content and skills, and each set of three books in each program is closely linked. The Knowledge Base component introduces the student to the forms, tasks, staff, equipment, and other elements making up the work environment (the functional context), and then, in the Information Processing Skills books, teaches skills and strategies as they relate to specific functional tasks and behaviors. The Knowledge Base books provide an organized body of information about the occupational area. They follow a developmental sequence of learning by moving from picture to dialogue to exposition. The Information Processing Skills reading books teach students to apply what they learn and know to the Knowledge Base and to develop techniques such as semantic mapping. The Information Processing Skills math books apply information from the Knowledge Base to computational tasks in the financial, material, and human resource areas. Students break each task into three steps — comprehending what the task is, computing, and communicating the results. The math books have a review section for those students who need direct instruction before they are ready to apply the skills. The books are written at the 5th-9th grade level. They are intended for use in workplace literacy classes, but can be used in other settings such as introductory vocational education programs. The three-volume set of Office Technology books are available now, and titles in the other four occupational areas will be released in the coming months. The GOALS program is part of the Technology Transfer Project of the federal government, which established by law that technology developed for the military will be transferred to civilian use. Contact Customer Service, Glencoe-Macmillan/McGraw-Hill, PO Box 543, Blacklick, OH 43004, (800) 334-7344.

CHAMBERS ON THE MOVE

The U.S. Chamber of Commerce recently created a National Center for Workforce Preparation and Quality Education (202-463-5525) with the mission of encouraging local chapters and other business groups to undertake literacy initiatives. Among its early activities were sending "Action Kits" on literacy to 2,700 chambers and conducting a survey of members about their educational concerns. The Center also serves as an ongoing source of information to local chambers. Many of the locals have initiated their own projects, which as the following examples show, are quite diverse:

- Under an 18-month grant from the U.S. Department of Education, the Greater Baton Rouge Chamber of Commerce in Louisiana developed some months ago a literacy program in partnership with the Continuing Education Department of the East Baton Rouge School Board and the local chapter of The Associated Builders and Contractors (ABC). ABC is a national organization of industrial contractors, mainly in the petrochemical industry. Since summer, the program has been offering functional context basic skills training to students drawn from ABC's journeyman program, workers at ABC member companies who lack the skills to get into the journeyman program, and new entry-level workers. Classes are held at a local ABC Training Center, which offers job training leading to journeyman certification in construction trades. The curriculum includes math, reading, writing, oral communication, and social skills. GED preparation classes were added recently because of unexpectedly high interest on the part of employees. One feature of the GED program is the at-home use of a telecaption decoder (\$189) which enables the workers to "read television" as a way to improve their reading speed. The program will be evaluated by Performance Plus Learning Consultants, a national technical assistance group. (For more details contact George Varino, Director, Adult Education, East Baton Rouge School Board, 4510 Bawell Street, Baton Rouge, LA 70808, 504-929-5443.)

- The Bethlehem Area Chamber of Commerce in Pennsylvania had become increasingly aware that many employees in the area lacked the skills needed for their jobs. In March 1988, the Chamber gave top priority to workforce skills issues and formed an education committee to study them. The committee concluded that the Chamber could have an impact on workforce literacy not by offering direct training, but by acting to create a link between businesses, providers, and other interested parties. The result was a two-phase Chamber program carried out between August 1989 and June 1991 with some \$43,000 in grants from the Pennsylvania Department of Education. During the year, the Chamber developed and got out information about workforce literacy to Bethlehem's businesses and their employees. It also created an ongoing system of information linkage between businesses and literacy provider groups in the area. Then a network of nine other local chambers in the Lehigh Valley area was organized, through which the Chamber model is being extended. (Contact Joan Lipiec, Workforce Education Coordinator, Bethlehem Area Chamber of Commerce, 459 Old York Road, Bethlehem, PA 18018-5870.)

- In Louisiana, when the Shreveport Chamber of Commerce became aware of the difficulty local businesses were having in recruiting skilled workers, it joined with the Caddo Parish School Board and the Caddo-Bossier Literacy Council to develop "Project Achieve," a basic skills program housed in three local high schools. The schools selected by the Chamber are in areas where many residents have not gone beyond the 8th grade. During the day the schools' computer-based learning centers are used for remediation by regular high school students and faculty, but at night they are taken over by adult learners. In this way, the sponsors get double the value for their money (which comes mostly from local JTPA funds but also from the school board and the state). Now the Chamber is raising funds for a mobile learning lab that will provide basic skills help to employees at their workplaces. (Contact Stuart Bach, Executive Vice President, Shreveport Chamber of Commerce, 400 Edwards Street, PO Box 20074, Shreveport, LA 71120-0074, 318-677-2500).

CORPORATE LITERACY ACTION

On The Job At Quaker Oats

The Quaker Oats Company is one of the nation's largest food manufacturers, with some 11,000 workers scattered across 30 plants throughout the U.S. Two years ago, the company's Golden Grain facility in Bridgeview, Illinois and Grocery Specialties plant in Dallas, Texas, began to offer ESL and basic skills programs to their employees. Both sites had recently undergone modernization, including the introduction of work teams, and both recognized the need for substantial employee training and retraining in the new work environments. Of immediate importance was to improve employee communications because, as David Bogenschultz, Employee and Community Relations Manager at Bridgeview, points out: "Every aspect of the work we do depends on communication and understanding." Moreover, in both locales language training was seen as a bridge by which workers from different cultures could learn to respect and understand their differences.



Quaker Oats Logo Printed With Permission

A survey revealed that more than half the staff at Bridgeview communicated in a language other than English (40 percent of the employees are Hispanic and 20 percent come from Central and Southern Europe). In Dallas—the plant which produces Gatorade, Van Camps Pork and Beans, and Wolf Brand Chili—the workforce is 92 percent minority (62 percent Hispanic). Thus both employee programs began with ESL instruction, including conversational Spanish for interested supervisors and managers. It was soon found, however, that the workers also needed reading and math help so that they could interpret recipes, follow printed instructions, read manuals, measure properly, work more efficiently in teams, and in general become more productive and promotable.

With funding from the state and from the company itself, the Bridgeview program contracted with Illinois Literacy, Inc., which developed the curriculum and provided the on-site instruction for the first year. Now, Northern Illinois University is providing the instruction (and also developing a new curricular strand built around such business needs as assuring customer satisfaction and product quality). The Dallas program, funded totally by the plant, brought in and has retained a full-time adult education specialist to develop and teach the program. Both programs are a combination of general and job-specific instruction.

Bridgeview offers three classes on site twice a week, and any interested employees can attend for as long as they wish before or after their shifts. So far, about 25 percent of the staff has taken classes, and Bogenschultz reports marked improvement in employee morale, job satisfaction, and job performance. Some 10 percent of the Dallas employees have attended classes over the past two years, meeting two hours each week during work hours. Mike Nielson, Manager of Employee & Community Relations there, says that the program will be offered indefinitely because "it is paying off in improved work performance, satisfaction, and mobility."

(For further details contact David Bogenschultz, Employee and Community Relations Manager, Golden Grain Division, Quaker Oats, 7700 West 71st Street, Bridgeview, IL 60455, 312-584-1400, and Mike Nielson, Employee and Community Relations Manager, Quaker Oats Company, 2822 Glenfield Street, Dallas, TX 75233, 214-330-8681. For general information about Quaker Oats' other literacy activities around the country contact Lillian Vogrig, Manager of Affirmative Action, Quaker Oats Company, PO Box 9001, Chicago, IL 60604, 312-222-7111.)

Top-Down, Bottom-Up At St. Elizabeth Hospital

In Lafayette, Indiana, St. Elizabeth Hospital and the Lafayette Adult Reading Academy recently completed an 18-month pilot project with partial funding from the U.S. Department of Education. The hospital had begun to face a range of problems common to many other acute care facilities—a lack of resources, the need to avoid waste to keep health care costs down, the staggering cost of state-of-the-art technology, and the need for a skilled and adaptable workforce that can problem-solve and handle new equipment and procedures as they are introduced into the workplace. Furthermore, changes in the delivery of health care—where today's job may be obsolete tomorrow—had increased the need for cross training among employees, so that they could more readily shift from one job to another. Moreover, even without these kinds of changes, most categories of employees were already required to handle a variety of forms, memos, pamphlets, and other materials—typically written as high as college level—and assessment showed that there was a tremendous mismatch between employee skills levels and the literacy requirements of their work.

To address these problems, St. Elizabeth entered into a cooperative arrangement with the Lafayette Adult Reading Academy (LARA). The LARA's job was to work with managers, supervisors, workers, and even top executive officers to help the hospital do two things: review and simplify widely-used forms and written materials and develop job-specific instructional programs in reading, writing, math, communication, and problem-solving for all kinds of support personnel—e.g. housekeepers, security guards, switchboard operators, food service employees, patient account clerks, and medical specialty aides.

Material Readability. The administrative staff of the Department of Educational Services at St. Elizabeth—the group responsible for overseeing everything pertaining to education, from OSHA requirements, to patient and community education, to staff development—were given time off to attend specially-designed workshops. Here LARA staff taught them how to apply reading formulas and analyze content, vocabulary, and syntax in forms and documents. Then, department by department, these trained staff worked with LARA to examine and simplify the actual materials in use in their

areas. For example, certified nurses hired by the hospital had to first wade through some 150 pages of orientation text. This text was analyzed for its most important information and then boiled down to 35 pages written at a simpler reading level. Similarly, housekeeping staff were having problems cleaning patient rooms and it was found that the forms they used to determine what steps to take and in what order were too complicated. The forms were simplified, requiring the involvement of three different departments.

Instructional Services. Job-specific instruction was developed, again for several categories of support personnel—with administrators, supervisors, and potential students themselves all involved in designing the curriculum (supervisors were trained to do the actual teaching). Housekeepers, for example, were brought into regularly scheduled classes where they were taught new vocabulary, the proper use of cleaning supplies, and how to fill out forms and follow procedures. An interactive, step-by-step, "how-to" video program was developed which the cleaning staff could use on its own to reinforce their understanding. A color-coded system and checklist of supplies were developed to help them when organizing and ordering supplies.

During the 18-month pilot period, some 200 hospital support staff went through the program (40 was the initial goal). They came from a wide range of departments in the hospital—including switchboard, security, nursing, and environmental services. All attended classes on different time schedules depending on their work responsibilities and the kind and degree of instruction needed. All were given paid released time.

Janet Stroud, Director of Educational Services at St. Elizabeth, points out that the emphasis in this effort was to give hospital personnel "ownership." That is why administrators and supervisors were drawn heavily into curriculum and materials design work early on, she explains, and why hospital staff were trained by LARA to serve as the main teachers. "We feel that one of the successes of our program was the investment by our own supervisors. If we had left everything to LARA, we would not have gotten the strong emotional response, intimacy, and security that developed. When our own supervisors announced that everyone had released paid time for training and

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that they would be doing the teaching, the response was overwhelmingly positive." Stroud observes further that the program has "opened our eyes to the unconscious obstacles the hospital had been creating for its employees."

The LARA recently applied for a second federal grant to expand the St. Elizabeth program, but whether or not the grant is given, Stroud indicates that the hospital is committed to continuing it in some form. In the meantime, a final evaluation report is expected to be published shortly (its availability will be announced in a forthcoming issue of the BCEL Newsletter).

(For further details contact Beth Hensley, Project Coordinator, Lafayette Adult Reading Academy, Indiana Adult Board of Education, 604 N. 6th Street, Lafayette, IN 47901, 317-742-2595; or Janet Stroud, Director of Educational Services, St. Elizabeth Hospital, 1501 Hartford Street, PO Box 7501, Lafayette, IN 47903, 317-423-6416.)

2:1 Match At McGraw-Hill

McGraw-Hill, Inc., through the McGraw-Hill Foundation, has operated an employee Matching Gift Program since 1958 for eligible education organizations. In 1974 libraries were added as a category of giving. In 1976 public radio and television broadcasting was drawn in. The program expanded again in 1982 to include arts and cultural groups. This past year \$921,000 was awarded in total matching gifts. Now the company has further broadened its Matching Gift Program to explicitly include adult literacy. National, state, and local literacy organizations with a 501(c)(3) status and whose sole purpose is the delivery or advancement of adult basic skills instruction are eligible for consideration. Each year, active and retired employees and board members of McGraw-Hill may make personal donations to eligible organizations of their choice and have up to \$2,500 of their total giving matched on a 2:1 basis. McGraw-Hill has operating facilities in all 48 of the continental United States and a national workforce of nearly 14,000. In addition to its Matching Gift Program, McGraw-Hill is supporting adult literacy in other ways. The company has had an ongoing partnership with Literacy Volunteers of New York City since 1986, providing year-round cafeteria space at its New York headquarters for tutoring two nights a week. Many McGraw-Hill employees have served as volunteer tutors in the program,



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with employees encouraged to participate through annual recruitment drives. For a number of years the company has also been providing grant support to Literacy Volunteers of America, several of its local affiliates, and the Business Council for Effective Literacy. (For more information about the McGraw-Hill Matching Gift Program, write to Matching Gifts Administrator, McGraw-Hill Foundation, 1221 Avenue of the Americas, New York, NY 10020.)

Broyhill Furniture Industries

Founded in the 1930's, the Broyhill Furniture Company has 18 plants in North Carolina and one in Sommerville, South Carolina. The Sommerville facility employs about 175 people, and, except for 11 managers, all are hourly workers such as maintenance and clerical personnel. The plant is responsible for cutting frame parts for upholstered furniture which are then shipped to the North Carolina plants for assembly. Traditionally, the plant has not required a high school diploma for employment, and many of its workers come from rural areas where it was difficult for them to continue their education. These individuals often have poor basic skills which hampers their ability to measure and cut accurately, read and follow directions and safety procedures, adapt to modern technology, or carry out other requirements of their jobs. Four years ago, Broyhill-Sommerville recognized the problem and collaborated with the Adult and Community Education Department (ACED) of Dorchester County to develop and run an on-site job-linked literacy program. In a Learning Lab situated at the plant, computer-based reading and math classes are offered two hours a week throughout the year with both day and night workers given released time to attend. Management encourages everyone to join but participation is strictly voluntary. The Lab is equipped with computers on loan from Apple Computer Corporation, with instructional support provided by a teacher and one aide. The reading program uses a wide

variety of curricular materials suited to the needs of the students, including programs purchased from Steck-Vaughn and Cambridge Readers Press. The math instruction, which was developed by ACED, is more job-specific and geared to such tasks as cutting and stacking wood, using calculators, and making accurate measurements. While the teacher is working with groups of employees, the aide provides one-to-one help to individuals in the groups. In addition to the computer work, oral practice on vocabulary and reading is given. So far, nearly a third of the Sommerville workforce has taken part in the program. Teddy de Liesseline, Personnel Manager at Broyhill, says that the rise in morale has been tremendous. He also stresses that, although no official assessment has yet been made, it is clear that worker errors have decreased. (For more information contact Cherry Daniel, Director, Adult & Community Education, Dorchester County, 102 Greenwave Boulevard, Sommerville, SC 29843, 803-873-2901.)

Teaching The Basics At Hach Company

The Hach Company in Loveland, Colorado manufactures water analysis equipment for use in wastewater, pollution control, food and beverage, and other industries. The company has some 820 employees and annual sales of about \$82 million. It also has a strong commitment to employee education which goes all the way back to its founding in the late 1940's. It invests some 9% of its payroll in training, maintains a regular teaching staff, and typically offers more than 40 courses at any given time to its workforce. In 1985, new quality control procedures and inventory techniques were adopted. In this new environment, most employees were required to do many different jobs, keep sophisticated statistical charts, and work with computer-operated machinery. Hach recognized that basic skills services would need to be added to its other educational offerings to prepare the employees to meet these challenges. Moreover, like other U.S. employers, Hach was having to hire from a pool of entry-level workers whose skills were below standard for the jobs available. Thus, beginning in 1989 classes in basic math, reading, writing, and ESL were implemented. The courses were developed by Hach together with a local school teacher who also teaches the math classes. The other classes are taught by Hach employees and a local college professor. To round out the basic skills program, the company also set up book clubs in

which work-related materials are required reading for group discussion purposes. These sessions deal with such matters as new manufacturing techniques and issues in quality control. To date, some 350 employees have taken part in the classes. Patti Lamphers, Director of Training at Hach, indicates that the company will continue its program indefinitely, adapting it to whatever the Hach workforce needs. She points out that since the program was begun, employee turnover is down, job errors have been reduced, and production quality is improving. (For more details contact Patti Lamphers, Director of Training, The Hach Company, PO Box 389, Loveland, CO 80537, 303-669-3050.)

Skill Builders Consortium In Oregon

In Oregon, a group of community colleges, businesses, labor unions, and educational consultants have joined forces to meet the challenge of technology in the workplace, new licensing laws in the state, and the growing need for workers with higher levels of basic skills. The effort began in early 1990 with \$399,000 in funding from the U.S. Department of Education and matching contributions of \$277,000 from the partners. Known as the Columbia-Willamette Skill Builders Consortium, the group trains employees in Portland and Northwest Oregon in job-specific basic skills. [Note: The Consortium also puts out an excellent bi-monthly newsletter which covers its own programs and national workplace literacy issues and activities.]

"Our programs are so diverse and wide ranging that, in a way, we are a microcosm of what's happening in workplace literacy all over the country," observes project coordinator Steve Reder, who is Director of Literacy, Language, and Communication at the NorthWest Regional Educational Lab (NWREL). NWREL is responsible for overall project design, coordination and technical assistance, but the effort is highly decentralized with each member company in charge of its own project. In the effort, Portland, Mt. Hood, and Clakamus Community Colleges work with one or more businesses in such industries as construction, food production, heavy and light manufacturing, trucking, and warehousing. There are eight different programs, each involving a company, a service provider, and one of the three community colleges. Each company selects its own workers for the program based on an assessment of company and employee literacy needs. All instruction is job-specific and related to the

requirements of job performance. New instructional material has been developed for each company site.

One of the companies involved, Nabisco, is shifting from labor intensive baking processes to an \$80 million automated process involving new technology and sophisticated equipment. In the past, workers were responsible for one job, such as mixing; now they must understand every aspect of the baking process, know how to use computers, how to read technical instructions, and how to solve a myriad of problems that arise. Anodizing Inc., a small metal fabrication company, is working to reduce errors resulting in scrap metal waste by training workers in measurement and estimating procedures. Already, according to Reder, the error rate has been reduced. At Warn Industries, a medium-sized company that makes specialty hubcaps and other automotive accessories, teaching is geared to skill blocks of need identified by a committee of workers and managers under a Pay-For-Knowledge system in which acquired skills are rewarded with an increase in wages. In another program, Mt. Hood Community College is giving classes on campus and at union halls for carpenters and construction workers—teaching them to read blueprints, use calculators, make construction measurements, understand documents, and pass the driving tests now required for commercial truck drivers. Portland Community College has designed an ESL curriculum for the LWO Company, which manufactures wood lattice and paneling, the goal being to make the employees more productive and promotable.

The Consortium's original goal was to reach 300 workers, but already more than 500 participants have been signed up. The project's public funding will run out next month, but the Consortium has applied for another grant and Reder thinks the program will continue at some level in any case "because the members are very committed and have made a great deal of progress."

(For more information contact Steve Reder, Director of Literacy, Language, and Communication, NorthWest Regional Educational Lab, 101 S.W. Main Street, Suite 500, Portland, OR 97204, 503-275-9591.)

SUCCESS At Hawaii Sheratons

The SUCCESS program (Sheraton's Unified Commitment Concerning Employee's Self-Success) is a cooperative workplace literacy effort between seven ITT Sheraton Hotels in Hawaii and the University of

Hawaii at Manoa. The program began in October 1988, with \$189,000 in funding from the U.S. Department of Education, \$187,500 in in-kind support from the hotels, and instructional expertise provided by the University. Though it still considers itself a "developing program," some 775 Sheraton employees have already gone through the program—principally those in entry-level jobs in such areas as Housekeeping, Guest Satisfaction, Employee Relations, and Kitchen and Laundry Services. The program, which serves a largely Asian population, has three instructional strands: English as a Second Language; high school diploma preparation; and basic reading, writing, and math. At the basic skills level, the curriculum is job-specific and has been designed around actual job tasks, assessed learner needs, and interviews with both employees and managers. Forms, documents, and manuals used in the hotels are incorporated. Materials for the ESL and GED instruction have been acquired from the University of Hawaii and from the National Network for Curriculum Coordination (a network of centers funded by the U.S. Department of Education which serves as a clearinghouse of vocational curriculum). Instruction is self-paced and given in individualized tutorials (including computer-assisted instruction) or small-group classes. Classes at the Human Resources Center of the Sheraton hotels operate from 8 a.m. to 6 p.m. six days a week to accommodate the workers' schedules, and participants attend voluntarily outside of working hours. The teaching staff is provided by the College and is supplemented by a cadre of volunteer tutors from state agencies, Hawaii Literacy, and other sources including the American Association of Retired Persons and the Oahu Retired Teachers Association. According to a recently-published independent evaluation of the program—*The Story of SUCCESS: A Model Workplace Literacy Program*—there have been numerous gains as a result of participation. For example, job productivity has improved 59 percent, work quality by 61 percent, and most of the participants have been found to be more promotable. When public funding runs out next month, the hotels plan to continue the program. Officials attribute its success to several interacting factors—for instance, the involvement and commitment of supervisors and top managers from the start... in-depth assessment of both job and worker needs... a respectful working relationship between the partners with expectations and roles clearly

(Cont'd on p. 14)

CORPORATE LITERACY ACTION

(Cont'd from p. 13)

defined ... and sensitive recruitment and marketing. Moreover, careful attention has been given to making the training site comfortable and accessible, to staff and tutor recruitment and training, to curriculum development and evaluation, and to other details of program implementation. (For more information contact Anita K.S. Li, Project Coordinator, University of Hawaii at Manoa, College of Education, Wist Hall #216, 1776 University Avenue, Honolulu, HI 96822, 808-956-7834; or Akiko Takahashi, Regional Manager of Human Resources, ITT Sheraton Hotels in Hawaii-Japan, 2255 Kalakaua Avenue, Honolulu, HI 96815, 808-924-5248. For a copy of the evaluation report write to the Western Curriculum Coordination Center, University of Hawaii at Manoa, College of Education, 1776 University Avenue, Honolulu, HI 96822.)

Louisiana Downs: At The Starting Gate

Project READ, a Laubach literacy program developed and funded by Bossier Parish Community College in Bossier City, Louisiana, has for years been providing literacy services to area businesses, inmates in a nearby prison, and other groups. Since 1989, in an effort that has attracted considerable public attention, it has also been working with employees of the Louisiana Downs racetrack. The program began when Sunny Cordaro, coordinator of Project READ, got a call from the Downs chaplain asking her to help one of the grooms study for his high school equivalency diploma. He was unable to leave the track, as are most workers during racing season, so Ms. Cordaro went there to work with him. Word about her classes spread quickly and employees from the "backside" and "frontside" of the track began to come forward seeking

help too. Ms. Cordaro learned that during racing season as many as 700 people live and work in the stable area on the backside of the track. She also learned that each thoroughbred horse at the Downs often has as many as 20 stable workers involved in its care—including horse exercisers, stable hands, grooms, and hotwalkers. Many of these employees dropped out of school in their mid-teens hoping to become jockeys, and as they grow older and too large to be a jockey, they might be moved laterally into other jobs at the track, or, though often ill-equipped, have to look for employment elsewhere (e.g. working with a veterinarian is the goal of some). Interest in basic skills tutoring came from all categories of stable workers, from others in the Downs' workforce—such as grounds and maintenance workers, tractor drivers, housekeepers, and food service workers—and even from some jockeys. Thus was born the Racetrack Learning Center, established in the chaplain's trailer. There GED, ESL, and basic reading, writing, and math classes are being offered, with the curriculum and teachers supplied by Project READ. Work tasks and vocabulary specific to the racetrack are incorporated into the instruction, which is given on a one-to-one basis. Participants in ESL classes are taken on field trips to grocery stores, libraries, and other community sites to help them function outside the racetrack. GED and ABE classes are offered once a week for two hours, with a typical class cycle running throughout each six-month racing season. GED classes include high-level math, reading, and language training. Basic skills classes work on lower level skills as well as survival skills, such as filling out applications, reading instructions, and so forth. In both cases, the purpose of instruction is to help current workers increase their prospects for advancement or become employable off the track. Self esteem plays a large part too. Ms. Cordaro points out that "it takes real dedication for many of the employees to come for basic skills. Stable workers, for instance, begin their chores at 4 a.m. each day and by the time the race starts, they have already put in a full day of work." So far, 60 employees have gone through the program, and recently 11 were honored in the coveted "winner's circle" for earning their high school diploma. (For more details, contact Sunny Cordaro, Coordinator, Project READ, Adult Education Center, Bossier Parish Community College, 415 Monroe Street, Bossier City, LA 71111, 318-746-7633.)



Sunny Cordaro with Literacy Student and Racetrack Mascot. Goats (and roosters) Have a Calming Effect on Thoroughbreds.

WHAT OTHER COMPANIES ARE DOING

GRANTS & IN-KIND HELP

The **American Optometric Association (AOA)** is again offering, through its "Vision USA — Give One Day" program, free eye care to students of Literacy Volunteers of America who are not covered by health insurance, have not had an eye exam in the past 12 months, and are on a limited income. AOA headquarters in St. Louis is handling the LVA applications, which were due by January 2, and exams will be given by participating doctors during the month of March.

Ameritech Publishing and Donnelley Directory, in a partnership called DonTech, sponsored a first six-mile "Walk for Literacy" in October to benefit the Chicago (IL) Literacy Coordinating Center and 41 local literacy programs. Almost 550 participants registered for the event, raising \$30,000 in pledges and contributions.

In recognition of "literacy month," the **Beaver County (PA) Times** donated a percentage of its circulation profit for each newspaper sold during September to Adult Literacy Action in Monaca. The campaign generated nearly \$1,800 for the literacy organization.

Since 1988, the number of companies taking part in **The Blade Corporate Spelling Bee** to benefit Read for Literacy in Toledo (OH) has grown from 14 to 22, and the 1991 event raised a record \$24,000. Competing teams included **Burlington Air Express, Chrysler Motors, Ernst & Young, Fifth Third Bank of Toledo, General Mills, General Motors Hydramatic Division, Huntington Bank, Owens-Illinois, Reams Broadcasting, Society Bank & Trust, and Toldeo Edison, Centel Cellular, Arby's**, and the Kiwanis of Perrysburg are among the organizations that have made direct contributions to Read for Literacy since last fall.

Organizations funding the Business Council for Effective Literacy in 1991 were **AT&T, BellSouth, BookPub World, BPI Communications, Chicago Tribune Charities, Chrysler Corporation, CPC International, (R.R.) Donnelley & Sons, Dow Jones Company, Edwards Brothers, Exxon Corporation, Goodyear Tire and Rubber, Ford Motor Company, Hearst Corporation, the Hewlett Foundation, Household International, IBM Corporation, McGraw-Hill, Inc., Morgan Guaranty Trust, New York Life Foundation, New York Telephone, Peterson Publishing, Philip Morris, Raytheon/D.C. Heath, Tandy Corporation, and Westvaco Corporation.**

Coors Brewing Company, as part of its five-year literacy campaign, awarded 15 "American Literacy Luminaries" awards in 1991, honoring individuals who have made an outstanding commitment in the field. Each winner received a \$5,000 check and a crystal statue. In addition, Coors presented a matching \$5,000 gift to a nonprofit literacy organization chosen by each winner.

Charter advertisers to the just-released **Baby on the Way: BASICS** — a free publication for expectant mothers with low literacy skills — are **Fisher-Price, A&D Ointment, Carnation Nutritional Products, Cosco** (a Dorel company), **Disney Babies, Evenflo Products, Gerber, Mennen, and Scott Paper.** The co-sponsors of the magazine — the American College of Obstetricians and Gynecologists, Literacy Volunteers of America, and the editors of **Baby Talk** magazine — anticipate that by 1994 advertising revenues will make the publication permanently self-sustaining. (See BCEL's October 1991 Newsletter, page 8, for additional details.)

In 1991, for the second year, **The Mennen Company** conducted its "Lady Speed Stick Salutes Volunteers Sweepstakes," which recognizes a wide range of voluntary service activities. One winning entry form was selected from each state in a random drawing at the end of the contest. A \$1,000

donation went from Mennen to each organization with which the winning volunteers were affiliated. Among the winners was Sharon Colvin for the Literacy Council of Southwest Louisiana.

For the second year in a row, the **Mt. Clemens (MI) Rotary** selected the Macomb Reading Partners/Macomb Literacy Project as the beneficiary of its "Evening of Hope" auction last September. Donated for the bidding were such items as vacation condos, therapy massages, tickets to sporting events, limousine services, printing services, and an autographed item of personal clothing from Madonna. The event netted \$12,000 for the Macomb literacy group.

Mutual of New York (MONEY) presented its 1991 Volunteer Incentive Program Award to the Literacy Volunteers of Greater Syracuse. The organization, one of 22 competing nonprofit groups, was presented with a donation of \$5,000 from MONEY and a crystal star from Tiffany's.

Last August, **Philadelphia Magazine** featured the Center for Literacy and the Free Library of Philadelphia in a special advertising insert called "Best of Philly 1991." In September, the Magazine also held a "Best of Philly Party" to benefit the two organizations. Among those in attendance were a cross-section of area media celebrities and local sports stars. Party ticket revenues together with 10% of the revenue from the ad insert generated \$40,000 in funding, which was split equally between the two groups. Rich Teplitzky, Promotions Director for Philadelphia Magazine, is willing to advise other literacy groups on how to develop such activities and can be reached at 1818 Market Street, Philadelphia, PA 19103. (215) 564-7700.

The **Thibodaux (LA) Daily Comet** is supporting adult literacy and cleaning up the environment at the same time. The newspaper has been recycling its aluminum cans for more than a year and donating the proceeds to the Lafourche Literacy Coalition. So far, \$100 has been generated for the Coalition.

PLANNING, AWARENESS & RESEARCH

Baker & Taylor Books, a division of W.R. Grace & Company, sponsors a full-page "Literacy Clearinghouse" feature in each issue of *Library Journal*. The purpose of the features is to provide a forum through which librarians can exchange information and explore literacy issues.

The September 5 edition of the **Kentucky Post**, a Scripps Howard paper, devoted a full page to the topic of adult literacy, presenting 50 suggestions on how individuals, parents, civic groups and churches, local government, and businesses can help combat illiteracy in the state.

"Knots Landing," a prime time **CBS-TV** show produced by **Lorimar Television**, returned to the 1991 fall lineup with three episodes on adult literacy and the importance of volunteerism. Valerie Ewing (Joan Van Ark) became a tutor to a waitress named Lynette (Michelle Joyner), helping her to overcome the feelings of shame common to adults with low basic skills. At the end of the first episode on September 26, the CONTACT Literacy Center toll-free hotline number was given for viewers wanting further information about literacy. CONTACT received an estimated 500 calls from potential students and tutors.

Over a four-week period, the **San Jose (CA) Mercury News** recently dedicated the back page of its weekly television program guide to a promotional piece to recruit adult literacy students and volunteers. The local hotline received between 60-80 calls a week as a result.

In September, the Miami **Sun-Sentinel** sponsored a ceremony at the Broward County Library in which new adult learners were honored. The **Bradenton Herald** and the **Gainesville Sun** received 1991 Distinguished Service Awards from the Florida Literacy Coalition for their community leadership in literacy.

EMPLOYEE BASIC SKILLS PROGRAMS

The **Arlington and Alexandria (VA) Chambers of Commerce** recently hosted a recognition ceremony for local employers who have participated in the Arlington Education and Employment Program (REEP). Since its start-up four years ago, 14 hotels have joined this workplace literacy effort, which is designed to improve the English language skills and job performance of their employees. In 1991, the REEP partnership expanded to include hospitals, nursing and retirement homes, 7-Eleven, and building maintenance companies.

The **Augusta (GA) Chronicle** and **Augusta Herald**, the AMTEC Center of the Augusta Technical Institute, and the Metro Adult Literacy Council of Augusta co-sponsored a one-day workshop for local employers in September, called "Preparing for the 21st Century: A Forum on Workplace Literacy." **Swift Textiles'** employee basic skills program was one of four workplace initiatives highlighted.

Wayn-Tex/Poly-Bond Corporation, the **Greif Companies**, **McKee Foods Corporation**, **Virginia Metalcrafters**, and **Virginia Panel Corporation** — all located in the Shenandoah Valley of Virginia — are funding worksite education programs for their employees. Offered during working hours by state-certified instructors from the Education & Training Corporation of Staunton, the courses focus on basic skills enhancement and/or GED preparation. More than 100 employees are currently participating.

A PERSONAL NOTE TO BCEL'S READERS

Dear Friend,

As a public service, BCEL has for years provided its Newsletter and other technical assistance at no charge to the business and literacy communities — and where we charge for our other publications the costs are low so that all who need them can afford them. However, our operating costs have grown considerably, and like many other nonprofit organizations, we face a tough challenge in securing the corporate and foundation funding needed to adequately support our work this year.

A program of individual contributions could generate important new income for us, but I'd rather not sap our limited resources by launching a formal and costly appeal. So I want to ask here if you will consider making a personal, voluntary donation of at least \$25 to help ensure our 1992 activities. If you value the Newsletter and our advisory services (which we will continue to provide at no charge), all of us at BCEL would be pleased to have you become a "BCEL Partner." If you can help, just fill out and return the coupon at the bottom of the page along with your donation. I know that many other worthy causes compete for your support, but I hope you will choose to include BCEL in your charitable giving and that you will be as generous as you can.

With thanks and very best wishes
for the New Year —

Gail Spangenberg

Gail Spangenberg
Vice President & Operating Head

To Gail Spangenberg & The BCEL Staff:

To help ensure BCEL's Newsletter production and other services, I am pleased to become a BCEL Partner by making a tax-deductible donation at this time. I am enclosing my check (made payable to BCEL) for:

\$25 ☐ \$50 ☐ Other ☐ (please write in amount) \$ _____

[Note: If you work for a company with a Matching Gift Program, and you think your donation to BCEL is eligible for a match, please remember to include the appropriate form. BCEL is a national nonprofit organization with public charity status under 501(c)(3) of the IRS Code. It is dedicated solely to the advancement of adult literacy.]

Your Name _____
(please print)

Organizational Affiliation: _____

Mail Check to: Gail Spangenberg
Business Council for Effective Literacy
1221 Avenue of the Americas
New York, N.Y. 10020.

TALKING HEADS (Cont'd from p. 7)

and various ideas were offered about how to do this. For example, according to Garrett Murphy, one focus should be on those institutions that are largely responsible for delivering literacy services — community colleges, school districts, libraries, and vocational centers. "In every one of these settings," he says, "adult education is still an 'also-ran,' and literacy instruction needs to be seen as a true equal to their other functions." Tom Sticht points to building employee awareness as a priority: "Most employees still don't see themselves as in need, and they should be taking more responsibility for helping themselves." Karl Haigler observes that "the problem doesn't look the same everywhere and that we've got to get our awareness message more micro-focused, down to the community and state levels." Many of the interviewees consider awareness-building among employers to be the top priority. Despite all the demographic data to the contrary, they stress, too many employers don't yet recognize or won't admit that they have a literacy problem."

Leadership & The National Institute

Who should be responsible for meeting the research, policy, information, and awareness needs of the field? State and federal government, legislative bodies, the adult literacy and research communities, the media, students, unions, employers and employees — all need to maintain an active role, say the interviewees. But, where leadership is concerned, some point to public agencies and governors as having the key role, with the federal government lighting the way. Others stress the importance of national organizations, many pointing to BCEL, which they feel stands alone as an objective, trusted, and indispensable source of leadership. But all have very high hopes that the National Institute for Literacy will become a major leadership voice.

Ideally, they say, the Institute should become the unifying force for the field... a pivotal source of public policy analysis and advocacy... a direct source of technical assistance to the states and to literacy practitioners... the frontrunner in building the knowledge base through an active program of basic and applied research... an agent for moving

the field to a higher professional level... a center of basic information and analysis about what works... a vehicle for better linking research to practice... a coordinator of various federal literacy programs... and a bridge between federal programs, Congress, the literacy and business communities, state government, and other key players. All but one of those queried stress that in all of its functions, the Institute, to be effective, should have its own active programs, not farm its functions out to external groups.

Everyone had a wide variety of specific ideas about projects that should be on the Institute's agenda. Here is a small sampling: Sponsor regional policy and program academies. Sort out existing and conflicting public policies and recommend solutions. Bring together the major federal agencies to develop consistency in their policies. Develop a grant program that challenges institutions to develop graduate degree programs in adult literacy — in a way that brings stature to careers in the field. Prioritize a research agenda and develop a three- to five-year plan for achieving specific goals. Fund activities that will link literacy assessment to state policies. Work with foundations and organizations like the NGA to establish regional technical assistance centers that provide professional training and other services. Conduct a program to demonstrate the effective use of technology in literacy programs.

It remains to be seen if the Institute can fulfill its potential as a catalyst and force for change. Many of the respondents think this depends on whether its funding next year and beyond is greatly increased over the \$4.8 million available this year. Others fear political interference. Said one person: "Not only should the Institute be outside the control of any single federal department, but it should be outside the control of any single administration. It will have to have real independence, be apolitical, and have a nonpartisan image that remains consistent through changes of administration if it is to be respected and trusted." It will also have to develop its own point of view about the priorities and needs and the strategies to address them. "Everyone is scratching their own issues already," notes Garrett Murphy. "We need the Institute to give us advice and support." ■

AVAILABLE FROM BCEL

• The **BCEL BRIEF** contains bibliographic, curricular, and program referral information on specific topics in general and workforce/workplace literacy. Six workforce titles are currently available (\$3.00 each):

- #1 — Selected References in Workforce & Workplace Literacy
- #2 — National Technical Assistance Organizations
- #3 — The Hotel & Food Service Industries
- #4 — The Health Care Industry
- #5 — The Commercial Driver's License Test
- #6 — Small Businesses

• **Workforce/Workplace Literacy Packet** includes a variety of materials that will be helpful to those beginning to investigate the development of workplace programs. It includes a selection of BCEL Newsletters, a collection of newspaper and magazine articles, a reprint of the 1988 *Business Week* feature "HUMAN CAPITAL: The Decline of America's Workforce," Briefs #1 and #2, and other items. (\$15.00)

• BCEL's **State Directory of Key Literacy Contacts** (1991-92) edition is an aid for the business and literacy communities. (\$10.00)

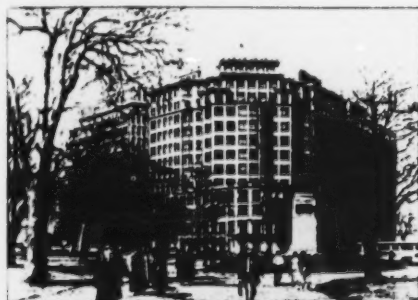
• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide For Literacy Programs** is a 54-page resource designed primarily for local literacy programs. (\$15.00)

NOTES: (1) For other BCEL publications consult p. 16 of the October 1991 Newsletter. (2) As a small organization, BCEL does not maintain a billing system. Thus, where a charge is involved orders must be requested in writing and be accompanied by a prepayment check made out to BCEL. All orders must be paid in U.S. dollars. Sales tax need not be added. Mailing is by the least expensive method.

Business Council for Effective Literacy

1221 Avenue of the Americas — 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

UPDATE: National Institute for Literacy



Since the January issue of the BCEL Newsletter, several steps have been taken to implement the National Institute for Literacy. Because of high interest in the Institute, the major actions are summarized below:

- A key provision of the National Literacy Act was that the Institute, to help ensure its independence, would have offices apart from any of the federal agencies involved in its administration. On February 20, the Institute moved out of the U.S. Department of Education into its own permanent offices in the vicinity of the White House. The Institute now occupies space in the building pictured above (800 Connecticut Avenue NW, Suite 200, Washington, D.C. 20002-7560, 202-632-1500). One month later, on March 20, the Institute's opening was officially marked by a public ceremony held in its new quarters and attended by a small group of invited guests including leaders from Congress, the three federal agencies, the literacy field, and the private sector.
- Interim Director Franmarie Kennedy-Keel and her staff have been consulting extensively with national, state, and local literacy leaders as part of the planning process for the Institute's programs and activities. One form of input involved the convening of day-long discussion groups in February. At the request of Representative Kildee's office, Ms. Kennedy-Keel also met in February with a group of Senate and House leaders to inform them about the status of planning and steps taken so far to implement the Institute.

- To meet federal procurement deadlines for the expenditure of appropriated funds, the Institute had to establish its first-year (FY92) funding priorities by the end of March, in advance of the Board's appointment and completion of other aspects of implementation. Funds will be used generally for three lines of activity: the operating costs of the Institute and its Board; a variety of federal inter-agency projects designed to improve coordination among the adult literacy programs of the various federal departments and agencies and to establish good working links between them and the Institute; and grants for external projects, some in the form of Director's discretionary grants and some given on a competitive proposal basis following announcement

in the *Federal Register* (probably in May, for projects to begin by September). In FY93 (the period beginning October 1992), the Institute should be fully operational, and grants and contracts will typically be announced in the *Federal Register* and by other means appropriate for reaching a national audience.

- Progress on setting up the Institute's Board has been slower than anticipated. Preliminary calls began going out from the White House to potential candidates in January. Ten candidates have "accepted in principle" and are presently undergoing FBI clearance. After that step is completed, the President will announce to Congress his "intent to nominate" the candidates, with the names to be publicly released. The process of Senate confirmation will then follow, with the Board expected to be in place by May or June.

- An Interagency Group Agreement on the governance and general operation of the Institute was signed in late January by the Secretaries of Education, Labor, and Health & Human Services. A Charter for the Institute Board was also approved in January. Both documents are printed in their entirety below:

The Interagency Agreement

Purpose: This Interagency Agreement describes the duties, functions, and procedures for the Interagency Group which administers the National Institute for Literacy as authorized by the National Literacy Act of 1991 (P.L. 102-73).

Principles: (1) The National Institute for Literacy shall support the National Education Goal for Adult Literacy and Lifelong Learning, so that by the year 2000, every adult will be literate and skilled enough to compete in the global economy and exercise the rights of citizenship. (2) The Institute shall provide permanent and long-range programs of research, development, dissemination, and technical assistance designed to coordinate, improve and expand literacy programs at the national, state and local levels. (3) The Interagency Group and the Institute shall encourage collaboration among the Departments of Education, Labor, and Health and Human Services in addressing issues which cut across the literacy-related activities of each

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EDITORIAL

by
Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

The involvement of business in adult literacy has grown markedly in the last few years. As recent issues of our Newsletter indicate, companies of every size are providing growing in-kind and grant support to literacy groups at the local level. Increasingly also, they are recognizing the need to upgrade the skills of their workforces and taking steps to develop programs to that end. Some have become active partners in school-to-work transition efforts, retraining of displaced workers, and implementation of the JOBS program for welfare recipients. At the same time, federal and state attention to literacy has also increased substantially, leading to the passage of the National Literacy Act last year.

We can all be encouraged by this momentum and by the texture and diversity of what we have achieved in a relatively short time and we can feel good about it. For all the gains, however, it is important to remember that we are still far from really addressing the problem. Achieving universal literacy by the year 2000, one of the education goals adopted by the President and the nation's governors, is a goal to work toward with enthusiasm. But there are no quick fixes, and to achieve solid and lasting results will require a sustained, patient, long-term effort.

As we move into the next phase, we will need to implement many more programs and expand adult literacy services. But there will have to be a far greater focus on improving accountability, on research and analysis, on more and better policy development — and on the evaluation of outcomes, especially in workplace settings. Hopefully, we will also be able to achieve substantial increases in public and private sector funding, which is still very much needed. And we should strive to target that funding as thoughtfully as possible to ensure program quality and effectiveness.

Those of us in the business community face a special challenge at this juncture. As companies move more and more toward high wage, high performance work structures, which is a rather complex undertaking in itself, they will increasingly need a highly skilled labor force. This dual objective of reshaping the workplace and the workforce both at the same time will require strong executive leadership in the business community and from state and federal governments.

NEWS IN BRIEF

Hooked On Phonics: Buyers Beware

For nearly five years, Gateway Educational Products of Orange, California has been promoting a reading program called *Hooked on Phonics* (\$179.95) through unusually intensive national radio and television advertising. According to Gateway, more than 500,000 of the programs have been sold. [Ed. Note: This translates into more than \$95 million in gross revenue.] The ads are addressed directly to consumers, generally a lay audience. They claim that the program, on a stand-alone basis, can turn nonreaders into readers, from preschoolers to adults. The program includes eight cassette tapes, each about 20 minutes long, nine decks of flash cards, and five workbooks. The campaign has sparked controversy and growing alarm among literacy professionals and prominent educational researchers, and it has been investigated and criticized by the Better Business Bureau Inc. Last year, aware of the widespread concerns, the International Reading Association (IRA) asked several leading reading specialists to review the program. While some noted that the program might be of some use as a supplemental aid in more comprehensive reading programs, all found the company's claims to be grossly exaggerated and misleading, a matter of great seriousness for adult low-level readers, and they also faulted the program on its content and instructional methodology as well.

For example, Jeanne Chall of Harvard University observed that "while most educators agree that reading, particularly beginning reading, consists of both word recognition (decoding) and meaning, *Hooked on Phonics* concentrates only on decoding." "Moreover," says Chall, "it is hard to imagine an older poor reader who would have the patience and motivation to read through page after page of unrelated words, not knowing if he/she is decoding them accurately." Another of the reviewers, Jean Osborn of the University of Illinois, also sees little benefit in going through the tapes and reading pages of word lists and unrelated sentences, with no provision for reading words and sentences in context. The shame of it, Chall points out, is that adults will buy it because they are led to believe they can learn to read independently at home. They will not send it back, because to order it is a great thing for them, and to not learn from it causes them great embarrassment. "If you

have a program or a campaign for adults to teach them to read, you must succeed," she points out. "If you do not, you have taught that person again that he can't learn."

This is not an issue of phonics versus whole-language instruction the reviewers and other critics stress. There are good phonics programs, but this "quick fix" program is not one of them. Moreover, educators who have tried to obtain evaluation data from the company have found it unwilling to cooperate. Details of the reviewers' criticism were presented in an IRA press release last May, and warnings about the program were again publicized in the February 12, 1992 issue of *Education Week*.

(To obtain the IRA press release, contact International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, 302-731-1600, ext. 215. Note: IRA has also issued two guides to help people evaluate the claims of reading programs in general, *Buyer Be Wary* and *There's More To Reading Than Some Folks Say*. Both are available free from IRA at the above address.)

Basic Skills For The Homeless

The San Diego Rescue Mission has been providing shelter and rehabilitation services to the homeless since 1955. Almost three years ago, it instituted its "Education for Life" program as an integral part of its total rehabilitation effort. The program offers reading and math classes at five different levels — from basic remediation . . . to analyzing sophisticated novels, such as *The Grapes of Wrath* . . . to studying trigonometry. It also includes social studies, physics, current events, and GED preparation. All Mission residents are given a comprehensive reading and math test upon entering the shelter. While participation in the program is voluntary, those that could benefit from it are strongly urged to attend and about half of the 180 residents do so. The teaching staff consists of peer tutors trained by the Mission and an on-call pool of external volunteer tutors, trained by a local Literacy Volunteers of America affiliate. The effort is funded by donations from area churches, private organizations, and individuals. (For more information contact Gardner Farwell, Program Coordinator, San Diego Rescue Mission, 1150 J Street, San Diego, CA 92101, 619-234-2109.)

ASTD Study Of Change In The Workplace

The Institute for Workplace Learning of the American Society for Training and Development has received a grant of nearly \$334,000 from the U.S. Department of Labor for a two-year study on the effects of organizational change in the workplace. The

aim of the study is to determine how companies can manage system-wide change more effectively and what skills employees will need to develop as a result of the changes. The initial focus will be on three companies representing very different industries: **Chrysler Corporation**, Detroit, Michigan; **Aetna Life & Casualty Company**, Hartford, Connecticut; and **Rush-Presbyterian-St. Luke's Medical Center**, Chicago, Illinois. The Institute plans to enlarge the scope of the operation at a later stage. (For more details contact Alice Grindstaff, Director of Research, Institute for Workplace Learning, American Society for Training and Development, 1640 King Street, Box 1443, Alexandria, VA 22313-2043, 703-683-8158.)

Computer-Based Program For Displaced Workers

The Eastern Oklahoma County Area Vocational Center, based in Choctaw, Oklahoma has been offering basic skills training and GED preparation to displaced workers at its Educational Enhancement Center since March 1991. Called the Adult Basic Academic Skills Training course, the program develops individual lesson plans that combine computer-assisted instruction with group classes. Students selected for the program score below 8th-grade level on a pretest using TABE. They attend classes for 30 hours a week on a nine-week cycle, are retested at the end of each cycle, and are free to remain in the program for an unlimited number of cycles. The curriculum is built around The Basic Academic Skills for Employment program (BASE) marketed by Educational Technologies, Inc. of Trenton, New Jersey. (The BASE program teaches reading, writing, language, and math skills in specific job contexts.) The in-house teaching staff is supplemented by volunteer retired executives. The Center works with various public agencies, including the Department of Human Services and the Displaced Homemakers Program, to find jobs for students who complete the program. When initial JTPA funding ran out, the local school system picked up the costs and other funding venues are currently being explored. (For more information contact Judi McNaughton, Eastern Oklahoma County Area Vocational Center, 4601 North Choctaw Road, Choctaw, OK 73020, 405-390-9591.)

LVA Fares Well In Illinois Study

In 1988, the Illinois Secretary of State Literacy Office and the College of Educa-



tion at Illinois State University conducted a study of state-funded adult literacy programs. The study measured the reading gains of 3,718 students (765 of whom remained enrolled throughout the project and were studied as a comparison subgroup) in 23 programs around the state. It evaluated the gains in relation to demographic profiles of the students and various factors of program operation and design. The study included six Laubach Literacy programs, four Literacy Volunteers of America programs, and 13 "eclectic" programs. (Eclectic programs were defined as those using "a great variety of materials and approaches to the teaching of reading, with the emphasis . . . on general language development rather than basic skills development.") Students were given the Slosson Oral Reading Test for pre-testing purposes and then post-tested at three-month intervals during the year. Among the findings was that, while LVA students had significantly lower scores on the pretest than students in the other two program types, they also made the greatest gain as a result of program participation (1.4 grade levels as contrasted to 1.2 for "eclectic" students and 0.6 for Laubach students.) Moreover, Laubach students, though scoring lowest, had significantly more hours of instruction than the other students. The study did not find any significant difference between the achievement of students who received individual tutoring and those who received group instruction. Thus, one of its recommendations to the state was that all programs should strive to include both approaches to be most responsive to student need and circumstance. (For more information or a free copy of the Executive Summary of the report, contact the Secretary of State Literacy Office, 431 South 4th Street, Springfield, IL 62701, 217-785-6921.)

Sites Selected For Workplace Learning Centers in California

Last August, to help upgrade the skills of the state's workforce, the Chancellor of the California Community Colleges established workplace learning resource centers at four geographically-dispersed sites in the system: El Camino College, Fullerton College,

Rancho Santiago College, and the San Diego Continuing Education Centers. The Centers — which will be funded by the Chancellor's Office, the site institutions themselves, and company fees — will coordinate workplace programs within their respective organizations and provide support to new and existing workplace programs at the other 103 community colleges in the network. They will also serve as a training delivery point for businesses large and small that want to develop workplace literacy programs. The Centers were designed by a statewide Workplace Literacy Resource Committee with its members representing colleges, employers, and community-based organizations and are intended as prototypes to be replicated later at other sites. Each Center will be staffed by personnel from the California Community College Economic Development Network (ED>Net). (For more information contact Maureen Ramer, ED>Net Workplace Learning Resources Consultant, Box 68, Seal Beach, CA 90740, 310-493-2272.)

Available For Hire

In the 1940's, the American Theater Wing organized a group of prominent actors to speak out on social and family problems growing out of World War II. From this beginning evolved a professional theater group, now known as Plays for Living. Its purpose was and is to create and perform "little plays" on such topics as drug abuse, health issues, environmental pollution, child abuse, problems of the aging, discrimination against women, and the like. Over the years, under various names, the group has developed and performed specially-commissioned works (often with corporate funding) for agencies of federal government . . . White House Conferences . . . state and national professional associations . . . police department training programs . . . corporate employee assistance programs . . . hospitals . . . schools . . . the military services . . . and many others. Among its awards have been a citation for distinguished service from President Lyndon Johnson and the 1988 Golden Reel Award of the International Television Association.

1992 marks the group's 50th anniversary, and to commemorate the occasion, Plays for Living has added an adult literacy play to its repertory. In February, the 45-minute, one-act play, called "Hiding on the Outside," premiered in New York City. Written by playwright Chris Ceraso and performed by a professional cast of four, the play dramatizes

a situation in which a woman who has been hiding her inability to read from her family and employer is forced to confront her problem by changes in the workplace. The presentation format is in two parts: performance of the play followed by an audience discussion period. Plays for Living will tour the play in the New York metropolitan area; its 47 affiliates will perform it elsewhere around the country. The play might be of interest to any adult literacy organization for fundraising purposes or to literacy groups, corporations, and others interested in building general awareness. Performance fees in the New York area are from \$300-\$600 depending on location and whether the booking is by a profit or nonprofit organization; affiliates set their own fees. The fee includes a copy of the script, a discussion guide with an essay on literacy, and a list of possible audience discussion questions. [Note: A packet of six books containing the script and discussion guide is available separately for \$28.25.] (Contact Robert Metcalf, Plays for Living, Inc., 49 West 27 Street, Suite 930, New York, NY 10001-6936, 212-689-1616.)

Ensuring CBO Access To Literacy Funds & Planning

The National Literacy Act provides that a wider range of institutions will have "direct and equitable access" to federal literacy funds. Thanks largely to the efforts of the Association for Community Based Education (ACBE), community-based organizations are among those explicitly named in the legislation. To help such groups gain meaningful access, ACBE recently mailed guidelines to CBO's around the country advising them of steps they can take immediately to be fully informed about implementation of the Act on the state level and to have input during the planning phases. At the same time, a major new initiative was announced that will provide concrete help to CBO's to be sure they are equipped to take advantage of opportunities offered in the Act. Sondra Stein, former director of the Massachusetts Commonwealth Literacy Campaign, has been retained as a special consultant to design and implement an ongoing project with four main components: (1) publication of timely updates and information in ACBE's newsletter, *CBE Reports*, and in a new line of special bulletins; (2) development of a handbook to help CBO's document program effectiveness as required for federal funding; (3) piloting of a new model that CBO's can use

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to evaluate program quality and effectiveness, including self-assessment and peer review; and (4) expansion of ACBE's current training program to include more program and staff development activities. To reinforce this new initiative, ACBE will also provide some 15 targeted grants out of the \$250,000 available in its minigrant fund this year. (The fund is significantly higher than in past years and includes \$80,000 from a two-year \$210,000 grant recently given by the **UPS Foundation**.) The deadline for grant applications was March 16, and funding will begin in June. (For more details on ACBE's activities, contact Chris Zachariadis, Executive Director, or Sondra Stein, Special Consultant, Association for Community Based Education, 1850 Florida Avenue NW, Washington, DC 20009, 202-462-6333.)

Training Technology Resource Center

The Employment and Training Administration of the U.S. Department of Labor (ETA) has awarded a one-year \$500,000 contract to Fu Associates to develop a prototype Training Technology Resource Center that will help meet the informational needs of employers and others concerned with worker skills upgrading and restructuring of the workplace. Fu Associates, based in Arlington, Virginia, is a small minority-owned consulting firm that specializes in data processing, economic policy analysis, and human resources development. The core of its new Center will be a computerized database of information on current training practices, job requirements, and worker qualifications, as well as on emerging training technologies. While the prototype is being designed and refined, it will be for the use of ETA only, but when it is actually in place and fully operational, it will be opened nationally to policy analysts, educators, employers, and others interested in worker training and retraining issues. The Center is seen by ETA as a tool needed to develop a more highly skilled U.S. labor force. (Contact Brian Shea, TTRC Director, Room N-6511, Employment & Training Administration, U.S. Department of Labor, 200 Constitution Avenue NW, Washington, DC 20210, 202-523-5600.)

Using Computers For Family Literacy

In 1990, **Apple Computer** joined forces with the National Center for Family Literacy in a two-year project to introduce computers into programs of several of the Center's

family literacy programs around the country. Apple donated Macintosh computers and other hardware to the Center and its local programs, and software was supplied by the **Microsoft Corporation**. The computers were used in two ways — as an instructional system for parents and children, and as a linked network for information exchange. The instructional component permits adult learners to make up their own content, using word processing and other software programs for real-life tasks such as writing letters. The network was planned initially as a vehicle for technical training and troubleshooting, but its role quickly changed. First, teachers began to use it to keep in touch and share ideas. Later, students began to use it as a means of contact, and by now the network has evolved into a forum by which they regularly swap family traditions, stories, recipes, and the like. Partners to the effort are so pleased with the achievements to date that Apple and Microsoft recently made further donations to enable the Center to introduce the technology into another 12 family literacy sites. The new systems went into operation in February. On another front, the Center recently received a grant of \$1.6 million from the **Toyota Motor Corporation**, supplementing the company's initial 1991 grant of \$2 million. The funds will be used to expand the Toyota Families for Learning Program to five more cities. Applications from potential sites were due in March and final selections will be announced in May. (For more information contact Becky King, National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202, 502-584-1133. [Note: A report on the first year of the Apple project, titled *Using Technology In Family Literacy Programs*, will be available (\$5) from the Center in the near future. A video (\$20) is already available on the Toyota program.]

Guidebook In Process For Small Businesses

In September 1991, the American Institutes for Research in Washington, D.C. began a two-year project — with \$250,000 in funding from the U.S. Department of Education — that will result in a guidebook for small businesses faced with the need to retrain and upgrade the basic skills of current and potential workers. Small businesses, unlike their large corporate counterparts, generally lack the resources and know-how to either design their own programs or to evaluate external program models or curricula. The project aims to identify and examine a range

of current workplace programs and commercially-produced program packages, evaluate them and the contexts in which they are being used, and develop a framework and guidelines by which small business employers will be able to "predict a successful program" and have the tools to either design their own or adapt or purchase suitable external models. (For more details contact Daniel Felker, Project Director, American Institutes for Research, Washington Research Center, 3333 K Street NW, Suite 300, Washington, DC 20007, 202-342-5000.)

The President's Job Training 2000 Plan

On January 20, President Bush announced a new job training initiative called Job Training 2000. Developed by a joint working group of the Domestic Policy Council and the Council on Competitiveness, under the direction of Secretary of Labor Lynn Martin, the plan aims to create "a dynamic, flexible, and well-trained workforce" to strengthen the American competitive role in the global marketplace. The plan, when and if enacted by Congress, would place private industry councils at the center of efforts to streamline federal job training programs, including the management of "one-stop-shopping" clinics where individuals and businesses could come for help with their skills upgrading needs. The initiative would have four broad goals: to reform vocational training . . . facilitate the transition from school to work (e.g. via the development of voluntary skill standards to be used by PICS and apprenticeship programs for high school youth) . . . facilitate the transition from welfare to work (through the funding of private sector demonstration projects) . . . and promote lifelong learning (e.g. through alternative student aid programs such as a single "passport" card system that gives individuals access to Guaranteed Student Loans and other training aid programs). At the skill clinics, PICS — in cooperation with colleges, CBO's, state agencies, and others — would provide skills assessment and testing services, referral services, labor market information, and job placement and counseling help. The President's Budget for FY93 includes some \$12 million in funding for the proposed Job Training 2000 initiative.

Projects In Process At ESL Clearinghouse

Two projects of the National Clearinghouse on Adult Literacy Education (for those with limited-English proficiency) are on the verge of producing results. In one project — a five-year study of biliteracy programs

being carried on with funding from the National Center for Adult Literacy at the University of Pennsylvania — the Clearinghouse has surveyed and developed descriptive data on some 60 adult literacy programs that combine native-tongue instruction and ESL. The information has been entered into the Clearinghouse's computerized data base in Washington, and a report on the findings will be issued by the University of Pennsylvania later this year. Over the next four years, the Clearinghouse will test out its findings by tracing the progress of students in one or two of the programs surveyed. It also will search for other biliteracy programs and to this end would welcome suggestions from the business and literacy communities.

In another project, funded by the Hewlett Foundation, a video training program is under development. When completed next fall, it will consist of three program videos, a training manual, and a fourth demonstration video that will preview the series. The purpose is to give teachers, administrators, and others an insider's view of the instructional components and linkages in some exemplary ESL-literacy programs. Among the programs featured on the videos are a union worker development program in New York City, a writing-based program in Canada, a hotel workplace program in Arlington, Virginia, and a Haitian community program in Boston.

(For information about the videotapes, contact Fran Keenan, National Clearinghouse on Literacy Education, 1118 22nd Street NW, Washington, DC 20037, 202-429-9292. More details about the biliteracy project are available from Marilyn Gillespie at the above address, while information about the biliteracy report should be obtained from Dissemination, National Center on Adult Literacy, University of Pennsylvania, 3700 Walnut Street, Philadelphia, PA 19104-6216, 215-898-2100.)

Milwaukee's Adult Learners Get The News

Since late 1989, literacy students in Milwaukee have been reading a newspaper written especially for them. The paper, *The Key*, is published monthly by the New Readers Newspaper Project of Journey House, a local community center. Funding comes from the Wisconsin Board of Vocational, Technical and Adult Education with printing contributed by **Journal Communications**. The newspaper is distributed to more than 100 social service agencies and learning centers in the Milwaukee area. A separate state edition is distributed to all technical, vocational, and adult education centers and to 14 correctional institutions in the state. Suzanne Zipperer of Milwaukee

Area Technical College conceived the idea for *The Key* based on her experience with a similar project in Zimbabwe. Articles are selected from local newspapers by an editorial board of community leaders, adult education instructors, and adult learners and then adapted for use in *The Key*. Each quarter, student-written supplements that deal with topics selected and researched by the students are added. *The Key* is used primarily for extra reading, but many programs use it as part of the core curriculum, often as a starting point for discussion and writing or to teach critical thinking skills, ESL, or even science and math. The Project recently put out an accompanying teacher's guide and prints lesson plans for each issue of the paper. Because its local focus is essential, the newspaper will not be marketed nationally, but sample copies are available to groups that may wish to adopt the idea. (For information contact Suzanne Zipperer, Project Coordinator, Department of Liberal Arts and Sciences, Milwaukee Area Technical College, 700 West State Street, Milwaukee, WI 53233, 414-278-6705.)

VISTA Volunteers For Literacy

VISTA (Volunteers In Service to America) is part of the federal ACTION agency. It provides volunteers to local programs that deal with various social problems including literacy. Some 1,324 VISTA volunteers are presently working in tutoring and other staff roles in some 259 local literacy programs. VISTA is presently seeking applications from other literacy groups that may be eligible for its volunteers. Programs can apply to the National VISTA office (800-424-8867, address below) or their state's ACTION office, which is included at the top of the federal listings in the telephone book. (For more details contact Nancy Betts, Director of Public Affairs, ACTION, 1100 Vermont Avenue NW, Washington, DC 20525, 202-606-5108.)

New Initiatives In West Virginia

Last October, Governor Gaston Caperton of West Virginia appointed a new West Virginia Literacy Council. The Council's membership is representative of literacy, education, business, labor, government, and other interested parties in the state. The 14-member body is chaired by Hank Marockie, State Superintendent of Schools. At its first meeting in February, the Council adopted the broad mission of "working with the public and private sectors to develop strategies for increasing the literacy level of the



The poster shown here, titled "Explore New Worlds: Read," was created for the Center for the Book's 1992 reading campaign. It is available for \$6 from ALA Graphics, American Library Association, 50 East Huron Street, Chicago, IL 60611. Also available in bookmark form, \$7 for 200.

state's adult population." Moreover, it decided to carry out its work through six committees that will focus on the following specific areas: program services and technology; workforce literacy; policy, research, and resource development; family literacy; correctional literacy; and public outreach. The committees will be made up of experts drawn from around the state and chaired by members of the Council. (For more information contact Kathy Polis, Adult Literacy Coordinator, West Virginia Department of Education, 501 22nd Street, Dunbar, WV 25064, 304-766-7860.)

In another development, about a year ago, First Lady Rachel Worby established the Thanks a Million Literacy Foundation, a private, nonprofit organization whose purpose is to expand the quality and range of literacy services in the state through grants to community-based organizations, individuals, companies, schools, and other groups that run or are interested in running an adult literacy program. The Foundation is raising money for its activities from individual donations and grants from businesses, foundations, and other organizations within the state. West Virginians have been asked through newspaper inserts and direct solicitations to contribute \$1 each, as part of an initial campaign to raise \$1,000,000. By the end of February, the foundation had raised some \$200,000 from individuals and another \$300,000 from organizational sources. Among the companies that have given are **C&P Telephone, Ash-**

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land Coal, Charles Town Race Track, Charleston Area Medical Center, Kroeger Company, First National Bank of Keystone, Mylon Pharmaceuticals, and GE Plastics. A first round of grants was announced in late March. (Contact Phyllis Carter, Thanks a Million Foundation, One Bridge Place, 10 Hale Street, Charleston, WV 23501, 304-342-READ.)

Arkansas Commission Takes Charge

In July 1991, the Arkansas legislature created a Governor's Commission on Adult Literacy as an official state agency. The new Commission has assumed responsibility for initiatives that were previously administered by the former appointive commission run out of the offices of Southwestern Bell. One of these initiatives, Project WISE (Workplace Initiative for Skills Education), aims specifically to increase workplace literacy programs in the state through the provision of materials, instructional personnel, and referral advice to businesses. (Contact Mike Wilbanks, Director of Workplace Education, Governor's Commission on Adult Literacy, 1111 West Capitol, Room 543, Little Rock, AR 72201, 501-376-8181.)

Health Group Seeks Easy-To-Read Materials

About five years ago, the Ontario (Canada) Public Health Association initiated a Literacy and Public Health Project. The Project's first phase, involving research into the relationship between literacy and health, was recently completed. Now in its second phase, the Project is bringing together health and literacy professionals to develop health care materials written at a low reading level. At the same time, it is collecting such materials from other sources. The staff there would like to hear from anyone who knows of low-literacy materials in French or English, has information about developing such materials, or knows of other efforts to examine the relationship between literacy and health. (Contact Mary Breen, Literacy and Health Project, Ontario Public Health Association, 468 Queen Street East, Suite 202, Toronto, Ontario M5A 1T7, Canada, 416-367-3313.)

Walton National Literacy Center Opens

Last summer, the Walton National Literacy Center began operations in temporary space at the Southwest Baptist University in Bolivar, Missouri. By the end of this year, it expects to move into permanent quarters in

the University's new Walton Library and Literacy Center, which is under construction with funding from Wal-Mart founder Sam Walton, his family, and other sources. The Center's agenda is still under development, but Executive Director Ben Sells indicates that two early priorities will be to involve college students in the adult literacy field and to work with the business community. The Center will also provide ongoing assistance to Wal-Mart in its various education and literacy activities. (For more details contact Ben Sells, Executive Director, Walton National Literacy Center, Southwest Baptist University, 1601 South Springfield, Bolivar, MO 65613-2496, 417-326-1808.)

Survey Of Local Women's Clubs

The General Federation of Women's Clubs (GFWC) is the world's largest volunteer women's organization, with 8,500 active clubs and some 350,000 members. With a grant from the **Coors Brewing Company**, GFWC recently conducted a survey to learn the extent of local club involvement in literacy. Of the 1,085 clubs responding to a questionnaire, 606 said they were involved in tutoring activities, with more than 2,000 members serving as tutors to more than 4,100 students. Most of the tutors were trained by either Laubach Literacy Action or Literacy Volunteers of America. Moreover, 101 clubs reported at least one member who is a tutor trainer. Collectively, they have trained about 5,600 tutors. (Contact Ruth Bartfeld, Program Director, GFWC International, 1734 N Street NW, Washington, DC 20036-2990, 202-347-3168.)

Congressional Caucus Focuses On Literacy

About a year ago, the Congressional Sunbelt Caucus — a regional body made up of members of the House of Representatives from 17 Southern and Southwestern states — formed a Task Force on Workforce Literacy. The Task Force, which is chaired by Congressmen David Price of North Carolina and Harold Rogers of Kentucky, has two main objectives: to raise awareness in its multi-state region and in Washington about the illiteracy problem and to develop and advocate needed federal policies. (For details contact Karen Kedrowski, Task Force Coordinator, Congressional Sunbelt Caucus, H2-561 Ford House Office Building, Washington, DC 20515-6817, 202-226-2344.)

Ohio Workplace Literacy Awards Given

At a special ceremony in December 1991, Ohio Governor George Voinovich and U.S.

Secretary of Labor Lynn Martin presented the first annual Ohio Governor's Workplace Literacy Awards to six companies: **American Electric Cordsets, The Brenlin Group, Chrysler/Jeep Toledo Assembly Plant, ETHICON, Horsburgh & Scott Company, and the Toledo Hospital.** The awards are sponsored by the Ohio Bureau of Employment Services and honor and publicize exemplary training programs that enhance the basic literacy and job skills of the state's workers. (Contact Alice Worrell, Director, Office of Policy Analysis, Ohio Bureau of Employment Services, 145 South Front Street, PO Box 1618, Columbus, OH 43216, 614-466-0582.)

Conferences, Seminars, Workshops

- From April 26-28, in Washington, D.C., the **American Association for Adult and Continuing Education** is holding a national forum called *Adult Americans-Year 2000: An Adult Educator Forum to Accomplish Goal #5*. (Contact John Poteat, AAACE, 1112 16th Street NW, Washington, DC 20036, 202-463-6333.)

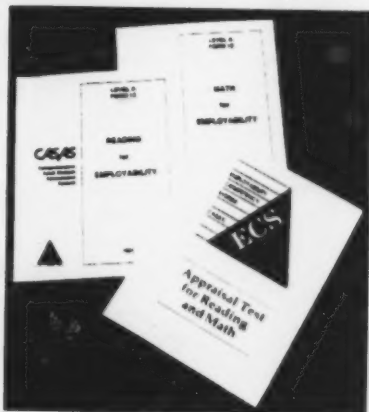
- In May, the **Bank Street College of Education** in New York City will offer two "short format," one-credit graduate courses: *Teaching Basic Literacy to Adolescents and Adults* (May 1-2) and *Empowering the Adult New Reader* (May 8-9). Students registered for both courses can earn a third credit. (Contact New Perspectives Office, Bank Street College, 610 West 112 Street, New York, NY 10025, 212-222-6700, ext. 278.)

- From May 20-22, in San Francisco, the **American Newspaper Publishers Foundation** will hold a *Conference on Newspapers in Education and Literacy*. (Contact Ruth Finn, 703-648-1048, or Lori Miller, 703-648-1049, ANPA Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington, DC 20041.)

- Called *Breakthrough '92*, the **Sixth Annual Adult Literacy & Technology Conference** will be held from July 15-18 in Tulsa, Oklahoma. (Contact Brenda Martin, 1992 ALT Conference Coordinator, Office of the Tulsa County Superintendent of Schools, 633 West 3rd, Suite 217, Tulsa, OK 74127-8942, 918-596-5205.)

- From September 16-18, **READ-Chatanooga**, the University of Tennessee, and Eastern Kentucky University will co-sponsor a conference in Chattanooga called *Bring Literacy to Your Workplace*. (Contact READ, 744 McCallie Avenue, Suite 502, Chattanooga, TN 37403, 615-266-3311.) ■

CASAS: A Competency-Based Assessment System



The Comprehensive Adult Student Assessment System (CASAS) is an assessment and curriculum management system established in 1982 by a consortium of agencies under the auspices of the Foundation for Educational Achievement, a private, non-profit foundation. Designed originally for use in California, CASAS has since been implemented in 26 other states. Users include adult education agencies, community colleges, correctional institutions, JTPA and JOBS programs, community-based organizations, and workplace literacy programs.

The system is keyed to functional life skills validated by the CASAS consortium agencies. The assessment instruments are drawn from a bank of 5,000 items that have been validated by a panel of adult education specialists and extensively field tested with adult learners. Individual items are keyed to specific tasks (e.g. those involved in understanding safety standards and procedures, knowing legal rights and responsibilities, using labor market information, balancing a checkbook, filling out an application, and demonstrating positive work attitudes and behaviors) in several broad competency areas (e.g. occupational knowledge, computation, health, consumer economics, and so on). Each item is ranked along a continuum of difficulty levels. The system tests students independently of comparison with others, but has been normed on adult groups and can be used to make valid comparisons across programs. Proficiency levels are established by ranking test scores along a numeric scale rather than with grade-level equivalents. The system includes pre- and post-tests, a Competency List, a Curriculum Index and Matrix, and training and implementation materials. It provides for placement, diagnosis, monitoring progress, and certifying proficiency. A *CASAS Curriculum Materials Guide*, updated annually, references other widely available curriculum materials to the CASAS competencies. CASAS requires that providers participate in a training program before they use its assessment materials.

The CASAS system has grown over the years to accommodate a whole range of adult literacy needs. For example, the IRCA (Immigration Reform and Control Act) Pre-enrollment Appraisal for amnesty students in an adaptation of the basic ESL system.

The Employability Competency System is customized for workplace, JOBS, and JTPA programs.

CASAS also has a second mission, to provide research data on adult literacy. In California, it has been responsible for collecting data from federal ABE and ESL programs since 1982, and it now has a statewide data bank that contains statistics going back eight years. It has also recently completed two studies on the IRCA population in California and on GAIN (the California JOBS program). [See "Tools of the Trade," BCEL Newsletter, October 1991, p.11.] CASAS also publishes a newsletter, the *Quarterly Report*, and sponsors an annual Summer Institute. This year's institute, to be held in San Diego from June 14-17, will cover assessment issues that are shaping adult literacy education in the 1990's, with reference to the workplace, family literacy, and state and federal policies that affect assessment.

Since 1984, CASAS has been recognized by the U.S. Department of Education's National Diffusion Network as an exemplary adult literacy program, and federal funding has been provided for its dissemination.

(For more information on the CASAS system and how to purchase it, contact Leslie Iverson, Coordinator, National Diffusion Network Project, CASAS, 2725 Congress Street, #1-M, San Diego, CA 92110-2747, 619-298-4681, ext. 323. The newsletter and research reports are available from CASAS at no charge; the *Curriculum Materials Guide* is \$15.)

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agency. (4) The Institute shall have maximum flexibility in its operations and an identity separate from its parent agencies.

Interagency Group Duties & Procedures:

The Interagency Group shall consist of the Secretaries of Education, Labor, and Health and Human Services.

The Group shall provide policy direction and guidance regarding priorities for the Institute's legislatively authorized activities, its annual operating and staffing plans, budget, and performance monitoring and oversight.

The Group shall meet at least once a year, or more, as it shall determine, to review the progress of the Institute and provide policy guidance and direction.

Specifically, the Group shall carry out the following functions:

- Select a Chairperson from among the Secretaries of Education, Labor, and Health and Human Services. Chair responsibilities may rotate among these three agencies on a one-year basis.
- Establish an Interagency Management Group to advise and represent the Group members on issues regarding Institute policy and procedures. Each member of the group shall appoint at least one representative at the Assistant Secretary level to the Interagency Management Group. The Management Group will meet at least once every three months. The Director of the Institute names a Designated Federal Official to the Board.
- Appoint an Interim Director to be responsible for the day-to-day management of the Institute and to report to the Group; the Interim Director will serve until a permanent Director is selected by the Group

following a national search and upon the recommendation of the National Institute for Literacy Advisory Board.

- Appoint at least one staff member from each agency represented on the Group to provide temporary assistance to the Interim Director in establishing the Institute.
- Develop a Charter for the Presidentially-appointed National Institute for Literacy Advisory Board.
- Recommend candidates for the National Institute for Literacy Advisory Board that are broadly representative of the education, labor, employer, and the literacy volunteerism communities and the public at large. The Group will carry out the duties of the Board until such Board is appointed and confirmed.
- Define the structure and components of the Institute and its relationship to other federal literacy efforts, and oversee the development and operation of an implementation plan and timetable to rapidly establish a functioning Institute. In accomplishing this function, the Group will seek to coordinate the literacy activities of the agencies represented by its members.

- Recommend other agencies to be involved in the operation of the Institute.

Support for the Institute: Administrative and logistical support for the Institute shall be provided by the U.S. Department of Education from funds appropriated to the Secretary of Education for the operation of the Institute.

A Charter For The Board

On January 14, on behalf of the Interagency Group, Secretary of Education Lamar Alexander approved the following Board Charter:

Authority. The National Institute for Literacy Advisory Board (Board) is authorized by Section 384 of the Adult Education Act, as amended by Title I of P.L. 102-73, the National Literacy Act of 1991. The Board is governed by the provisions of the Federal Advisory Committee Act (FACA) (P.L. 92-463; 5 U.S.C.A. Appendix 2) which sets forth standards for the formation and use of advisory committees.

Purpose and Functions. The Board advises and makes recommendations to the Interagency Group, composed of the Secretaries of Education, Labor, and Health and Human Services, which administers the National Institute for Literacy (Institute). The Interagency Group considers the Board's recommendations in planning the goals of the Institute. Specifically, the Board performs the following functions: (a) makes recommendations concerning the appointment of the Director and staff of the Institute; (b) provides independent advice on operation of the Institute; and (c) receives reports from the Interagency Group and the Director of the Institute. In addition, the Institute consults with the Board on the award of fellowships.

Structure. The Board consists of ten individuals appointed by the President with the advice and consent of the Senate. Each Board member will serve for a term of three years, which in the case of initial appointments are staggered. Members may be appointed for not more than two consecutive terms.

Any member appointed to fill a vacancy occurring before the expiration of the term for which the predecessor was appointed is appointed only for the

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remainder of such term. A member may serve after the expiration of that member's term until a successor has taken office.

The Chairperson and Vice Chairperson of the Board are elected by the members. The term of office for both is two years. The Board may establish committees composed exclusively of members of the Board. The Board is authorized to appoint a staff, including temporary and intermittent services. The Assistant Secretary for Intergovernmental and Interagency Affairs is responsible for providing operating funds for the Board. The Director of the Institute names a Designated Federal Official to the Board. [Ed. Note: The National Literacy Act explicitly excludes federal officials from serving on the Board. Ms. Kennedy-Keel indicates that the function of the Designated Federal Official is to serve as an advisor to the Board on federal rules and regulations.]

Meetings. The Board meets at the call of the Chairperson or a majority of its members, but not less than two times each year. A majority of the members constitutes a quorum but a lesser number may hold hearings. Meetings are open to the public except as may be determined otherwise by the Director of the Institute, in accordance with Section 10(d) of FACA. Meetings are conducted and records of the proceedings kept, as required by applicable laws and departmental regulations.

Estimated Annual Cost. Members are paid at the rate determined by the Secretary of Education. In addition, members also receive per diem and travel expenses, in accordance with Federal Travel Regulations, while attending meetings or conferences of the Board or otherwise engaged in the business of the Board. Estimated cost of operating the Board, including compensation and travel expenses for members but excluding any Institute staff support is \$200,000. Estimate of person-years of staff support is 2.5 at a cost of \$200,000.

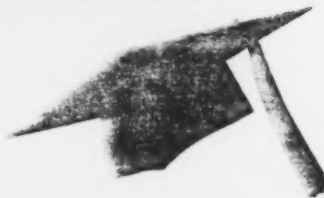
Reports. The Board submits an annual report to the Interagency Group no later than March 31 of each year. At a minimum, the report contains a list of members, the dates and places of meetings, and a summary of the Board's activities, findings, and recommendations made during the previous fiscal year. This report is also submitted to the Committee Management Officer. Board members will submit to the Institute any minority or dissenting views with regard to the Institute's annual report to Congress for inclusion in the report.

Termination. This Board is authorized until September 30, 1995, unless renewed by appropriate action prior to its expiration. The duration of the Board, within the meaning of Section 14(a) of FACA, is provided by its enabling legislation.

The Board is hereby chartered in accordance with Section 9(c) of FACA. This charter expires two years from date of filing in accordance with Section 14(b)(2) of FACA.

CORRECTION: The January Newsletter (col. 3, p. 14) attributed to Ameritech Publishing and Donnelley Directory a Chicago fundraising event that should have been attributed to DonTech, a separate company.

GED PAYS OFF



This year is the 50th Anniversary of the General Educational Development (GED) Diploma program developed and administered by the American Council on Education. Through the GED testing program, some 430,000 adults a year earn high school equivalency diplomas, nearly 15 percent of all high school diplomas issued in the U.S.

A recently-completed follow-up study by Hal Beder of Rutgers University for the Iowa Department of Education reveals that earning a GED diploma has a high payoff in both economic and personal terms. The study is the first in the nation to measure the long-term impact of earning a GED. Its findings are contrary to those in a discredited but highly-publicized 1991 study by two University of Chicago researchers for the National Bureau of Economic Research.

For the Iowa study, a random sampling of 7,500 surveys were mailed (2,500 to each of three cohorts that earned their GED diplomas in 1980, 1985, and 1988). Of these, 2,886 were returned as undeliverable and 4,624 were actually received. From the recipient pool, 1,597 graduates responded. To identify and account for bias, a payment incentive was offered to the non-respondents as a result of which a comparison group was formed and examined. The survey included questions about changes in the graduates' employment and economic circumstances and the quality of their lives, as well as the value of GED preparation courses in helping them pass the tests. Among the specific findings were that:

Employment rates increased. About 19 percent of the respondents were unemployed and seeking work before receiving their GEDs; only 9 percent were unemployed and seeking work in 1990. Another 54 percent were employed before receiving their GEDs; 71 percent were employed in 1990. Of those employed when receiving their GEDs, only 4 percent became unemployed between then and 1990. (Note: The overall rate of employment in Iowa increased 2 percent between 1980-1990.)

Incomes increased. Some 69 percent of the respondents had low incomes (below \$20,000) before receiving their GEDs; 47 percent had low incomes in 1990. Another 29 percent had moderate incomes (\$20,000-\$40,000) before receiving their GEDs; 45 percent had moderate incomes in 1990. Mean personal income increased 43 percent, from \$12,404 to \$17,764. While hourly private-industry earnings, adjusted for inflation, dropped 10 percent for lowans between 1980-1990, personal income adjusted for inflation dropped only 6 percent for the survey sample. [Ed. Note: Among many other flaws in the discredited University of Chicago study, it was erroneously reported that GED diploma holders earned only \$500 a year more than high school dropouts and that public funds which support the GED program are therefore misplaced. In fact, close examination of the report and its appendices by several analysts actually showed the amount to be \$2,040, a highly significant wage differential.]

Dependence on welfare decreased. Of the 192 respondents who were on welfare before receiving their GEDs, 135 or 70 percent had left the welfare rolls by 1990. Only five percent (65 respondents) who were not on welfare before passing the GED, were on welfare in 1990.

Other gains were achieved. The respondents tended to have jobs requiring a higher level of skills in 1990, from which they received a higher degree of satisfaction. Many continued their education in two- and four-year colleges after obtaining their GEDs. They also had increased employee benefits and were more likely to have savings and own their own homes.

An important feature of the study was that it tested for gains over time in all economic, employment, and educational areas. It should be stressed that gains in all these areas were found to be stable or increased.

Finally, the survey also indicated that the subjects were more able to help their children with school work, were better parents, had greater self esteem, and in general perceived themselves as having an improved quality of life.

(For more details contact John Hartwig, Iowa GED State Administrator, Division of Community Colleges, Grimes State Office Building, Iowa Department of Education, Des Moines, IA 50319-0146, 515-281-3636; or Hal Beder, Principal Investigator, Graduate School of Education, Rutgers University, 10 Seminary Place, New Brunswick, NJ 08903, 908-932-8086. For a free copy of the Executive Summary contact John Hartwig.)

CREATIVE FUNDING IDEAS



Raising funds is always a difficult task for literacy organizations, and during hard economic times the job becomes even harder. Sometimes, however, a group comes up with an especially clever idea for raising money — and, often, in the process, of building awareness (as when an art poster explicitly promotes literacy or when a new song, sold in audiocassette format, tells of what it means to be able to read). BCEL's Newsletters have reported many such efforts over the years — dance-a-thons, read-a-thons, walk-a-thons, auctions, spelling bees, sports tournaments, the design of high quality posters and other materials offered for sale, and so on. Here are four new examples of creative fundraising:

For a minimum contribution of \$10, Literacy Volunteers of America will send gift cards to commemorate births, anniversaries, memorials, or other special occasions. The card (pictured above), which does not state the amount of the contribution, features a full-color reproduction of "Jungle Tales," an oil painting by James Shannon from the collection of the Metropolitan Museum of Art. During the past Christmas season, the cards were ordered by both individuals and corporations, which chose to send them in place of the usual holiday gifts. The cards may be a particularly attractive form of corporate gift giving in cases where companies want to publicize their support for literacy. (To order or to get more information contact Sharon Akkoul, LVA, 5795 Widewater Parkway, Syracuse, NY 13214, 315-445-8000.)

The Literacy Volunteer Network (LVN) of Springfield, Massachusetts, which is sponsored by the local Private Industry Council and the Regional Employment Board of Hampden County, is selling a cookbook that contains international recipes collected from learners, tutors, staff, and others around the country with whom LVN is in touch. Proceeds from the book, titled *International Taste of Hampden County*, will help support the group's operating costs. (To order a copy — \$6 plus \$1.50 for shipping and handling — or for details on the project contact Marilyn Murray or Kim Orszac, Literacy Volunteer Network, PIC/REB Office, 1350 Main Street, Third Floor, Springfield, MA 01103, 413-787-1547.)

On February 25, Merv Griffin hosted a charity gala performance and party at the Superstar Theatre of his Atlantic City Resorts to benefit the National Coalition for Literacy. A portion of the ticket price for the evening, which premiered a new show called "Fascinatin' Rhythms," netted some \$5,000 for the Coalition. (For details contact Dick Lynch, President, National Coalition for Literacy, c/o Special Projects Office, American Bar Association, 1800 M Street, Washington, DC 20036, 202-331-2287.)

The Order of the Eastern Star, a social and beneficial organization with 50 chapters and 10,000 members in New Mexico, selected the New Mexico Coalition for Literacy as a major recipient for its 1991-92 fundraising campaign. Nylon auto shields carrying the Coalition's logo have been designed by the Star and are being sold for \$10 each. One side of the shield attracts heat and the other repels it, so the item can be used year-round. The funds raised will be used by the Coalition and local literacy programs around the state for technical assistance, training, and tutoring activities. (For more details or to order the sun shield, contact Michelle Jaschke, Resource Developer, New Mexico Coalition for Literacy, PO Box 6085, Santa Fe, NM 87502-6085, 505-982-3997.)

TOOLS OF THE TRADE

General Policy, Planning & Research

1 **Assessing the Nation's Literacy: A State Policy Primer** is a recent publication of the State Literacy Exchange of the National Governors' Association. Designed for state-level program personnel and policymakers, the publication provides guidelines for conducting a literacy assessment and examines key questions that must be considered in planning assessment strategies. It weighs the advantages and disadvantages of three basic options for conducting a literacy assessment (including participation in ETS' National Adult Literacy Survey), and also identifies ways to use assessment results in making state policy decisions. For more information contact Evelyn Ganzglass, Center for Policy Research, NGA, 444 North Capitol Street, Washington, DC 20001, (202) 624-5394.

2 **College-Level Remedial Education in the Fall of 1989** from the U.S. Department of Education, reports on a survey of remedial programs offered by colleges in the fall of 1989. Conducted by Fast Response Survey Systems, the report contains information about the types of institutions that have such programs as well as the nature of the programs. Among the findings are that 91 percent of public colleges offered at least one remedial course in 1989, with 30 percent of all college freshmen taking at least one course. Available for \$3.25 from Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325, (202) 783-3238. Specify stock number 065-000-00456-9.

3 **Evaluating Library Literacy Programs: A Manual for Reporting Accomplishments**, prepared by the New York State Library, contains a model for evaluating the literacy instruction and support services provided by libraries. It also discusses some of the central issues related to evaluation and offers guidelines for using the results of evaluation. Free copies are available from New York State Library, Gift and Exchange Section, 6th Floor, CEC, Albany, NY 12230, (518) 474-7492.

4 **The Gannett Foundation Literacy Challenge Grants Programs 1987-1990, Assessment Report**, accompanied by **Individual Project Reports** and **State-by-State Products List**, reports on the results of the Gannett Foundation's three-year, \$2.7 million state challenge grant program. The independent study was conducted by Welfare Research, Inc. of Albany, New York. The *Assessment Report* describes the aims of the grant program and gives details on the specific outcomes of projects funded in 21 states. Although there were a wide variety of concrete

achievements across the projects, the study found that only five of the efforts funded seem likely to continue. Seven were deemed to have uncertain futures, and nine have virtually ceased to exist. The report recommends, among other things, that future funders make longer-term grants and allocate a portion of their funds to the development of alternative funding sources. The accompanying report on individual projects gives detailed descriptions of each grant effort in its particular state context, and the products listing includes all reports, brochures, videos, and other materials developed by the projects, many of which might be useful to other literacy programs. For prices and ordering information contact Rebecca McBride, Senior Writer/Editor, Welfare Research, Inc., Publications Office, 112 State Street, Albany, NY 12207, (518) 432-2576.

5 **Put Up or Give Way: States, Economic Competitiveness, and Poverty**, by John Sidor, advocates that states develop new strategies to increase their economic competitiveness while reducing poverty and other counterproductive disadvantages. The publication defines the problems of poverty, income inequality, welfare dependency, and the growing urban underclass and ghetto poverty. It goes on to discuss specific economic opportunity and state economic development activities to address these problems — e.g. providing credit assistance to small businesses and minority businesses, developing workplace education programs, developing management and technical assistance services, linking the state's economic development programs and building collaboration among them, and investing in local leadership training and organizational capacity building. Among other recommendations, the author urges that workplace programs teach basic as well as occupational skills and that the states make small business access to such programs a priority focus. Available for \$20 prepaid from Nina Simone, Council of State Community Affairs Agencies, Hall of the States, 444 North Capitol Street, Suite 251, Washington, DC 20001, (202) 393-6435.

Workforce & Workplace Literacy

6 **Practical Guidance for Strengthening Private Industry Councils**, from the U.S. Department of Labor, reports on the results of a study by CSR, Inc. of 10 exemplary private industry councils. The aim of the study was to identify reasons the PIC's are successful and develop guidelines based on the lessons learned. The study found that effective PIC's are autonomous and independent of political constraints, have mission statements that are revised periodically, and closely coordinate their activities with those of other agencies. Available at no cost while the supply lasts from Employment & Training Administration, U.S. Department of Labor, Dissemination Unit, 200 Constitution Avenue NW, Room N5637, Washington, DC 20210.

7 **Resource Guide for the Blueprint for Career Preparation** (\$27.50) is an 82-page (plus indexes) listing of books, computer software, kits, and other materials for possible use in career development programs. Although it is designed for use at all levels from kindergarten to adult education, adult literacy groups may find it of benefit. It is published by the Florida Department of Education. The purchase price includes a 1991 Supplement with recent listings. Order from Materials Development Center, University of Wisconsin-Stout, Menomonie, WI 54751, (715) 232-1342.

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TOOLS OF THE TRADE

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8 Teaching & Learning English as a Second Language: Curriculum Development Resources for Nursing Homes is new from the Continuing Education Institute and the Chinese American Civic Association, both of the Boston area. It explains in detail how a workplace ESL program was implemented in one nursing home in Boston and describes the development of an ESL curriculum for two others. Included in the book are sample lesson plans, worksheets, and other curriculum materials. Available for \$25, plus \$3.82 shipping and handling, from the Continuing Education Institute, 35 Highland Circle, Needham, MA 02194, (617) 449-4802.

9 Workplace Competencies: The Need To Improve Literacy and Employment Readiness, by Paul Barton and Irwin Kirsch, is a new publication from a Policy Perspectives series of the Office of Educational Research and Improvement of the U.S. Department of Education. The booklet relates the prose, document, and quantitative literacy levels of youth aged 21-25 — as reported in *Literacy: Profiles of America's Young Adults*, a 1986 research report by the Educational Testing Service — to the requirements for literacy in the workplace and the changing nature of jobs in this decade and in the future. A major conclusion of the booklet is that there is a need now for increased literacy skills, in the workplace and in the general society, especially among certain population groups. The authors point to the need to develop ways to assess skills other than those measured by ETS, however, such as creative thinking and leadership ability. Another main conclusion is that projections of literacy and educational requirements for future jobs are not sufficiently informed by currently-available information to ensure sound policy development and other action, thus necessitating continued research and analysis. Available for \$2.25 from U.S. Government Printing Office, Superintendent of Documents, Washington, DC 20402-9329, (202) 783-3238.

10 Workplace Literacy Core Curriculum for Beginning ESL Students is a report on a job-related workplace curriculum developed for several companies in Illinois by the Northwest Educational Cooperative under U.S. Department of Education funding. Using a functional context approach, the project developed instruction around the specific areas of job performance, clarification/verification, work schedule/time sheet/paychecks, safety, general work-related topics, social language, and general company topics. The curriculum can be adapted for use in a variety of workplace settings. **A Basic Skills**

Core Curriculum for the Manufacturing Industry is also available and was developed in collaboration with several corporate manufacturing partners in Illinois. It identifies core generic skills in reading, writing, math, and oral communications for the same seven areas used in the ESL program and gives guidelines to other manufacturers for customizing the curriculum to meet their specific needs. Both titles are \$7.50 each from Linda Mrowicki, Project Director, Adult Learning Resource Center, 1855 Mt. Prospect Road, Des Plaines, IL 60018, (708) 803-3535.

11 Contemporary Books has published a number of new workforce programs. **Skills That Work: A Functional Approach for Life and Work** is a series of six workbooks. **Books One and Two of Reading Skills That Work**, **Communications Skills That Work**, and **Math Skills That Work**. The series takes a functional context approach, applying reading, communications, and math skills to real-life and workplace tasks. The first book for each skill area is written at the 4th-6th grade level; the second at 6th-8th grade. **Working in English: A Picture-Based Approach for the World of Work and Working in English: Beginning Language Skills for the World of Work** is a program for beginning ESL students. It teaches the listening, speaking, reading, and writing skills needed to get jobs and function effectively in the workplace. The worktexts are accompanied by a separate Teacher's Guide. **Ready To Work: Winning at the Job Game** (written at the 4th-5th grade level) and **Work-Wise: Tactics for Job Success** (6th-8th grade level) are companion texts for preparing adults to find and succeed in jobs. The books combine fictional vignettes with direct instruction and activities. **You're Hired!** is made up of two activity books. **Book One: Charting Your Career Path** and **Book Two: Getting the Right Job**, and a **Teacher's Guide**. The program aims to help students identify appropriate career objectives and teaches the skills needed to get and keep a job. For preview copies, prices, and ordering information contact Contemporary Books, 180 North Michigan Avenue, Chicago, IL 60601, (800) 621-1918.

General Program & Curriculum Development

12 Definitions Plus! is an electronic version of the *American Heritage Dictionary*. It includes complete definitions, syllabication, pronunciation, parts of speech, and usage notes. Although the program is not adapted to the needs of low-level readers, it may be helpful to them in checking their written work and developing language and vocabulary skills. Literacy programs with appropriate hardware may find the program useful in their word processing activities. **Definitions** can be used on both personal computers and network systems and with most commonly-used word processing and grammar check programs. It runs on IBM or IBM-compatibles, DOS 2.0 or higher, with 100K available RAM and a hard drive that has at least 2.5 megabytes of available storage. The program retails for \$99.95, but BCCEL Newsletter readers may order it for \$49.95 directly from WordScience Corporation, 1415 Oakland Blvd., Suite 220, Walnut Creek, CA 94596, (510) 939-1190 or (800) 869-9673.

13 The GOAL Series, from Davidson & Associates, is a two-part computer-based program that teaches critical thinking skills and reading and writing to adults at the 2nd-6th grade equivalency level. Both segments — **GOAL Reading Comprehension** and **GOAL Vocabulary** — contain reading pas-

sages focused on life skills, health, the workplace, and fictional and human interest stories. They are designed for use with MS-DOS computers and Apple or Macintosh. For preview materials and information on prices and ordering, contact Davidson & Associates, Inc., PO Box 13204, Torrance, CA 90503, (800) 556-6141, or in California (213) 534-2250.

14 Hidden Treasures, a booklet from the Institute for Literacy Studies at Lehman College, is a bibliography of reading materials that draw on the traditions and experiences of people from Puerto Rican, Nuyorican, Caribbean, and Central American backgrounds. It includes sample passages and suggested activities for some of the recommended books. Available for \$9.50 prepaid (add sales tax in New York) from the Institute for Literacy Studies, Lehman College, Bedford Park Boulevard West, Bronx, NY 10468-1589, (212) 960-8758. [Note: Orders of 10 or more are discounted 10 percent.]

15 New Revised Standard Version of the Bible is available free to adult literacy students from The National Council of Churches. Students should send a written request to the National Council along with a letter from their tutor confirming their enrollment in a program. Also available are two pamphlets, "How To Read the Bible" and a collection of daily Bible readings. Requests for the pamphlets should be accompanied by a stamped, self-addressed envelope. For more details or to order, write to Arthur Van Eck, Bible Translation and Utilization Project, National Council of Churches, 475 Riverside Drive, Room 872, New York, NY 10115-0050.

16 Literate America Emerging: Seventeen New Readers Speak Out, edited by Barbara Prete and Gary Strong, is a collection of essays and poems in which new readers tell of their own experiences with and attitudes toward reading and education. Available for \$11.95 from the California State Library Foundation, PO Box 942837, Sacramento, CA 94237-0001, (916) 445-4027.

17 The Pathfinder Learning System is a computer-based curriculum and management system for youths and adults. It is competency-based and includes a program to assess learners and assign individualized lessons based on their skill levels and goals, a required reading and writing module, and optional modules in math, social science, general science, and employment/life skills. A library of books, cassettes, and computer software is built into the system and referenced to the instructional program — some 350 items for the reading and writing module and 2,000 overall. Users can add additional materials. The system runs on an IBM network in conjunction with various peripherals and required IBM software. Hardware costs range from U.S. \$30-\$50,000. The basic Pathfinder Learning System, including the reading/writing and math modules, installation, training and ongoing support, and the first year's license fee, is \$68,550. Prices for optional modules range from \$12,250 to \$12,950. For more information contact Georgia Requa, Pathfinder Learning Systems Corporation, PO Box 1722, Mount Vernon, WA 98273, (206) 428-3543.

18 Software Buyer's Guide, 1991 edition, describes and evaluates computer software for adult basic education programs. It contains listings for instructional software in math, language, life skills, and reading, and for support software, such as word processing programs. All programs have been evaluated by the Oregon/Washington Adult Literacy

Skills Technology Consortium. Available for \$8 from Barbara Wright, ABLE Network, 1701 Broadway, Seattle, WA 98122. (206) 587-3880.

19 *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English*, edited by Joy Peyton and Jana Staton, is a collection of writings that define dialogue journal writing and introduce readers to its use in adult basic skills and ESL programs. Available for \$14.95 from Prentice Hall Regents, Mail Order Processing, 200 Old Tappan Road, Old Tappan, NJ 07675. (201) 767-5937. Specify ISBN 0-13-969338-6.

20 Academic Therapy Publications has recently published *Beginning English Day by Day* (#907-9) by Michael Roddy, a beginning-level ESL workbook using the same approach as the publisher's original *English Day by Day* (#668-1). The book is organized into thematic units and teaches speaking, listening, reading, grammar, and writing skills as related to everyday tasks. Also available is *Vocational Entry-Skills for Secondary Students* by Winifred Washburn. It includes a *Teacher's Manual* (#128-0) and *Student Workbook* (#129-0). The program is designed for high school students but may also be useful in pre-employment training programs. Academic Therapy also publishes *New-GAP*, an assessment instrument based on the Cloze technique, and the *ESL Literacy Scale*, a placement test for native English speakers and ESL students. The test packages are available in a variety of configurations. For more information and prices contact Academic Therapy Publications, 20 Commercial Boulevard, Novato, CA 94949-6191, (415) 883-3314 or (800) 422-7249.

21 Contemporary Books has published several new programs that may be of use in ABE classes. *Real Numbers: Developing Thinking Skills in Math* is a series of three workbooks — *Whole Numbers and Decimals*; *Fractions and Percents*; and *Tables, Graphs, and Data Interpretation*. The books are written at 3rd-4th grade level and designed to build math thinking and application skills. *Number Sense: Discovering Basic Math Concepts* is made up of 10 student workbooks, four diagnostic tests, an answer key, and a *Teacher's Resource Guide*. The series is written at the 3rd-5th grade level and covers whole numbers, decimals, fractions, ratios, proportions, and percents. *Ready, Set, Study!* is comprised of two workbooks — *Building Study Skills* and *Improving Study Skills* — intended to help students who read at 4th-6th and 6th-8th grade levels achieve success in an academic setting. For preview copies, prices, and ordering information contact Contemporary Books, Department F90, 180 North Michigan Avenue, Chicago, IL 60601, (312) 782-9181 or (800) 621-1918.

Family Literacy

22 *Home English Literacy for Parents: An ESL Family Literacy Curriculum* is designed to build ESL students' survival and parenting skills. Phase 1 focuses on such skills as paying bills, following directions, and reading signs and labels. Phase 2 develops language skills based on facts and information about the culture of schools to enhance adults' ability to work with schools and support their children's learning. For each competency, the curriculum identifies objectives for beginning, intermediate, and advanced students. Available for \$10 from Adult Learning Resource Center, 1855 Mt. Prospect Road, Des Plaines, IL 60018, (708) 803-3535. Make checks payable to CCSD #54.

23 *How To Add Family Literacy to Your Program*, from Literacy Volunteers of America, is a step-by-step guide for literacy groups that want to add family literacy components to their programs. The publication is an offshoot of a project piloted by LVA with funding from the GTE Foundation. [See BCEL's October 1991 Newsletter for details.] Available for \$5 from LVA, 5795 Widewaters Parkway, Syracuse, NY 13214, (315) 445-8000.

24 The National Center for Family Literacy recently published *Past and Present Educational Experiences of Parents Who Enrolled in Kenan Trust Family Literacy Programs* (\$5). It reports on the results of a study of the educational experiences of 34 parents enrolled in the Center's family literacy programs. Among the findings are that the parents dropped out of school as the result of a gradual disengagement that began as early as elementary school, and that they have stayed with their Kenan family literacy program because the model addresses their feelings of alienation. The *Results of Follow-up Studies of Parents and Children Who Participated in a Kenan Trust Model for Family Literacy* (\$15) is a packet of research materials including a copy of the *Follow-Up Study of the Impact of the Kenan Trust Model for Family Literacy*. This study looked at the effects of the program on parents' lives and parenting activities and on children's school performance. It also examined the degree of parents' continued involvement in educational activities and sought to identify strategies for evaluating family literacy programs. The study concludes that the Kenan Trust Model is "a successful intervention strategy for breaking the cycle of illiteracy." Order from National Center for Family Literacy, 401 South 4th Street, Suite 610, Louisville, KY 40202, (502) 584-1133.

25 The Carnegie Library of Pittsburgh has published two pamphlets for parents with low literacy levels. *Beginning with Books* explains to parents reading at a 3rd-grade level the importance of reading to their children and offers guidelines for reading to children of different ages. *Books to Begin With: Easy-to-Read Books for Family Reading* is an annotated bibliography of 51 books that parents with limited reading skills can read to their children. Books are categorized according to level of difficulty and annotations are easy to read. Both pamphlets are \$1 each; discounts are available for multiple orders. The library has also published a handbook for program administrators called *How To Set Up a Gift Book Program* (\$15), including the two pamphlets above and other support materials. It contains step-by-step guidelines for distributing children's books to low-income families and counseling them about reading to their children. Order from *Beginning With Books*, The Carnegie Library of Pittsburgh, Homewood Branch, 7101 Hamilton Avenue, Pittsburgh, PA 15208, (412) 731-1717.

26 Kentucky Educational Television (KET) has released two videocassette reading programs for adult basic education students. *Learn to Read* is a phonics program designed for non-reading adults. It is comprised of thirty 30-minute video programs, a student workbook, and a *Teacher's Guide*. The entire package is \$1,200. Another *Page* is a reading improvement program for adults reading at the 5th-8th grade level. It aims to increase comprehension and vocabulary and build confidence. It contains sixteen 30-minute videos, five workbooks, and a *Teacher's Guide* and is sold for \$2,112. KET has also produced two staff development video programs for adult literacy providers. *Making Literacy*

Work contains guidelines for starting and managing a literacy program. It consists of three 30-minute videos — *Recruitment and Retention*, *Program Evaluation*, and *Fund Raising* — and a *Viewer's Guide*, and costs \$420. *Teach an Adult To Read* is a Laubach-based phonics program for training volunteer tutors. It is accompanied by a *Trainer's Guide* and a *Tutor's Workbook*. The entire package is \$1,100. All videos are available in 1/4-inch, VHS, Beta, and broadcast formats. For preview materials or more information contact KET, Enterprise Division, Suite 213, 2230 Richmond Road, Lexington, KY 40502-1311, (800) 354-9067, or (606) 233-3000 in Kentucky.

27 Longman Publishing has issued three listening skills packages, each containing an audiocassette and a student workbook: *Stories from Lake Wobegon*, by Frances Boyd and David Quinn, uses excerpts from Garrison Keillor's *Lake Wobegon* monologues from his *Prairie Home Companion* radio show to give advanced students practice with skills most needed when listening to and telling stories. *Face the Issues*, by Carol Numrich in cooperation with National Public Radio, uses reports and interviews from three NPR public affairs programs (*All Things Considered*, *Morning Edition*, and *Weekend Edition*) to give intermediate students practice with the listening and critical thinking skills they need to understand and evaluate informational oral presentations. *Suspicious Minds*, by Silvia Bégin, Phillipa Bianca, Lorne Kirkwood, and Ardis Mackie, teaches life skills and listening skills to low-intermediate ESL students by having them listen and respond to the episodes in a radio serial. Longman has also published *Longman ESL Literacy*, a program for students who have no literacy skills in English. The program, which consists of a student workbook and a teacher's resource book, integrates listening, speaking, reading, and writing and contains life skill applications. *Top 20 ESL Word Games*, another product from Longman, is a set of blackline masters. The masters use puzzles, games, and activities to teach vocabulary to beginning ESL students. For prices and ordering information contact Longman Publishing, 95 Church Street, White Plains, NY 10601-1566, (914) 993-5000.

28 Two adult spelling programs from Steck-Vaughn take very different approaches. *Target Spelling* (\$7.20 each, \$5.40 for five or more) is a series of six workbooks with accompanying *Teacher's Edition* (\$6.95), for low-level adult readers. In each weekly lesson, the books introduce 6-8 words that share a spelling pattern. *Gateways to Correct Spelling* (\$8.60 each, \$6.45 for five or more) is a workbook that teaches the 720 words most misspelled by adults, organized in thematic groups related to various life and workplace skills. Additional words are also presented, in units related to dictionary skills and to spelling patterns and other features of the words. Order from Steck-Vaughn Company, PO Box 26015, Austin, TX 78755, (800) 531-5015.

And Highlighting...

29 *Ahead of the Curve: Basic Skills Programs in Four Exceptional Firms*. In a two-year project of the Southport Institute for Policy Analysis (SIPA), corporate decision-making is being studied as it relates to basic skills training in small

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and medium-sized companies. The purpose of the effort is two-fold: to provide analysis and information that will help such companies understand the need for workplace literacy programs as well as the ingredients for implementing a successful program, and to foster the development of appropriate incentives in national policy. The project's first publication has just been released, under the above title. It is an attempt to begin to "bring down to earth" the national understanding about what constitutes workforce quality. It is a deeply researched report on the employee basic skills programs — all extraordinarily successful models — of four small business manufacturing firms (each having between 35-200 employees). The companies are the *William Dudek Manufacturing Company* in Chicago; *Harbor Industries* in Grand Haven, Michigan; *Phoenix Specialty Manufacturing* in Bamberg, South Carolina; and *Weber Metals* in Paramount, California. Their programs are described and analyzed in depth, with careful attention to identifying the ingredients of success. The four cases chosen for the publication were among several exemplary programs identified from among 72 studied by SIPA. SIPA's President, Forrest Chisman, observes that the companies profiled are "exceptional firms: world-class competitors." "They demonstrate," he says, "what many other small businesses can achieve." Available for \$25 prepaid from the Southport Institute, 820 First Street NE, Suite 460, Washington, DC 20002, (202) 682-4100.

30 "It's Not Like They Say": Welfare Recipients Talk About Welfare, Work and Education. In this election year everybody is talking about welfare. Ideas abound about what is wrong with the system and how it should be changed. But one group of experts — the welfare recipients — hasn't been heard from, until now. As a part of a second study, on implementation of the JOBS program, the Southport Institute for Policy Analysis conducted group interviews with 171 people who were receiving training through JOBS. While the main purpose was to learn the participants' views about JOBS, issues related to welfare, work, and education were also explored. Excerpts from the interviews have now been published under the above title. The 35-page book should be required reading for all policymakers and voters who want to join in current debates about the future direction of welfare. The book presents a view of the welfare system and barriers to jobs and job training from the perspective of those who participate in it. It breaks down the stereotypes held by many about welfare recipients, who turn out to be intelligent, articulate people who would prefer to work. The interviewees have numerous suggestions for improving their prospects and the welfare system — e.g. being given realistic information about the JOBS program and the job market, being given the flexibility to master a program of study at their own pace, placing long-term welfare recipients in the JOBS program first, providing transportation to classes, and providing more teachers and tutors. Available for \$20 prepaid from the Southport Institute, 820 First Street NE, Suite 460, Washington, DC 20002, (202) 682-4100.

CORPORATE LITERACY ACTION

Skills Upgrading At AmTran

The American Transportation Corporation (AmTran) in Conway, Arkansas has a workforce of 850 employees. It is one of the nation's five leading bus manufacturers, best known for its Ward school buses. AmTran started in the 1930's in a blacksmith shop, and over the years instructions were passed on verbally from supervisors to laborers. Now AmTran employees get computer-generated work orders, and a new manufacturing system and more complicated work procedures demand higher level basic skills from the employees as well as extensive computer work. In 1987, suspecting a mismatch between the skills levels of many employees and the literacy requirements of new and more complex jobs, the company brought in the Conway Adult Education Center to conduct job task analysis and worker skills assessment. Based on the findings, Conway was asked to develop and run an on-site basic skills course with a focus on general reading and math. Classes began in April 1988. A notable feature of the course was that it was integrated into the regular continuing education offerings of AmTran, so that workers could progress from one level of study to another depending on their needs and interests. AmTran also offers, for example, high school diploma preparation, and such courses as blueprint reading, typing and office procedures, and use of computers. In 1990, with the help of Performance Plus Learning Consultants, Conway added several new curricular strands at the basic skills level, this time built specifically around job performance requirements for machine shop personnel, electronics and assembly workers, and others. Classes are taught by a teacher from Conway four mornings a week. Employees participate voluntarily and can attend twice a week for an hour at a time during work hours. So far 73 employees have enrolled in the basic skills course, and 20 have progressed to high school equivalency and other higher level studies. Family members can also join the classes, though only a few have done so. "You can see improvement in line and job performance and in switching over to the new systems," notes Lennie Whiteman, AmTran's Programs Coordinator. "The workers also feel much better about their jobs and themselves." Although the program

has been funded by state and federal sources until now, Whiteman indicates that it will continue whether or not outside funding does. The program has been cited by Governor Clinton's Commission on Adult Literacy as an exemplary company initiative. (For more information contact Sherman Peterson, Director, Conway Adult Education Center, Conway, AR 72032, 501-450-4810; or Lennie Whiteman, Programs Coordinator, AmTran, PO Box 6000, Highway 65S, Conway, AR 72032, 501-327-7761.)

Palm Beach Post Upgrades Worker Skills

In October 1989, in a renovated storage room at the plant, The Palm Beach Post launched a pilot skills improvement program for its workers, consisting of ESL, GED preparation, and basic reading, writing, and math. Two teachers were assigned by the Florida Department of Adult and Community Education at no cost to the company, volunteer tutors were brought in from the West Palm Beach Public library, and 10 newspaper employees were trained to serve as tutors to their fellow workers. Based on the initial enthusiasm of the enrollees, mostly mailroom employees, the Post opened the program to its entire workforce, with all participation on a voluntary basis. The program now has some 50 of its workers enrolled at any given time. They get paid release time for four hours a week and most spend additional time in class on their own. The employees are grouped by level and subject area and tutored in either small group sessions or one-on-one depending on their levels of proficiency. Job-related vocabulary is introduced at every stage of the ESL classes and in the discussion components of the other classes. Computers are used only as a learning reinforcement tool. Employees receive cash bonuses for earning a GED or otherwise progressing in the program. Gale Howden, Director of Community Relations at the Post, says that student retention is extremely high and that "the employees feel good that the newspaper is doing something for them." No formal evaluation has yet been carried out, but she feels that the program may be a factor in reduced employee turnover. The company was engaged in promoting literacy in the community at large before implementing this program and thought that it should be doing for itself what it continues to urge others to do. Ms. Howden feels that the Post's commitment to its own employees greatly strengthens its voice in the community. (For more information contact Gale Howden, Director of Community Relations,

The Palm Beach Post, PO Box 24700, West Palm Beach, FL 33416-4700, 407-820-4100.)

UPS Phase II Grants

In March 1989, the United Parcel Service Foundation (UPS) launched Phase I of its national adult literacy program, awarding some \$2.25 million in multi-year grants to United Way of America, the Manpower Demonstration Research Corporation, and U.S. BASICS. Phase II of the UPS grant program has been under development for the past year and in late 1991 an additional \$1.51 million in grants was approved. This January, multi-year grants for new projects were awarded to United Way of America (\$700,000); the Association for Community Based Education (\$210,000); Literacy South (\$210,000); Literacy Action, Inc. in Atlanta (\$150,000); and Literacy Volunteers of Stamford/Greenwich, Connecticut (\$150,000). The various projects focus on capacity building among local service provider groups, development of new family literacy programs in conjunction with Head Start, and efforts to train instructors and other staff in CBO settings. The balance of \$90,000 was awarded in March for one-year continuation grants to four Phase I United Way projects. (For more details write to Suzanne Coyne, Assistant Director, UPS Foundation, 400 Perimeter Center, Terraces North, Atlanta, GA 30346.)

Black And Decker & Stanley Tools Join HBI Demonstration Effort

In an initiative called "Industry-Education Alliance," Black and Decker and Stanley Tools, manufacturers of tools and equipment for the construction industry, have donated more than \$100,000 in tools, manuals, and other job materials to a skills upgrading program for construction workers being offered by the Home Builders Institute (HBI) through local home builders associations. The tools and print materials are used in an applied computer-based instructional program developed by HBI under U.S. Department of Education funding. Personnel from the two companies are also donating their services as part-time instructors in the classes and in the field, teaching proper safety methods and bringing practical experience to the enterprise. Class instruction is provided at three college sites — in Charlotte, North Carolina; Columbus, Ohio; and Ft. Pierce, Florida — each location experiencing a skilled labor shortage. Classroom learning is supplemented with hands-on practice at nearby job sites, where the students apply what they learn to the actual building of homes. After successfully completing the program — a six-month course leading to a certificate issued jointly by the local college and HBI — students are placed in paid jobs at construction sites in the community. HBI is work-

ing now to recruit more companies into the program. (Contact Fred Day, Director, Industry-Education Alliance, Home Builders Institute, 15th and M Streets NW, Washington, DC 20005.)

Cargill & Bell Atlantic Support Family Literacy

The American Library Association is engaged in two family literacy projects, one in partnership with Cargill Incorporated and the other with the Bell Atlantic Corporation. The Bell Atlantic project, which from 1989 to 1991 received \$595,000 in funding from the company, has been extended through 1995 with additional funding of \$500,000. The project is designed to encourage library-based family literacy programs at the local level, with grants of \$5,000 to \$35,000 awarded to libraries in the mid-Atlantic states. The ALA's partnership with Cargill Incorporated began just two months ago. Cargill is an international merchandiser, processor, and transporter of agricultural and other commodities. Based in Minneapolis, the company has 800 branches located in 55 countries and a worldwide workforce of some 60,000 employees. The Cargill program aims to develop and implement family literacy projects in the U.S. and abroad through collaborations between local Cargill offices and public libraries in their operating communities. In January, Cargill presented the ALA with a \$100,000 check to cover the new project's first-year costs. With a focus on educationally disadvantaged families, a resource kit has been developed by the ALA and in March was mailed throughout the Cargill network. It suggests specific family literacy activities in which the local Cargill offices and librarians can collaborate. (For more details on the Bell Atlantic program contact Jeff Grossman at Bell Atlantic, 215-963-6521; or Margaret Monsour, Project Director at the ALA, 312-280-4296. For further details on the Cargill initiative, contact Joy Peterson at Cargill, 612-475-6246; or the ALA Office for Library Outreach Services, 312-280-4295.)

Rural Electric Cooperatives Involved In Literacy

The National Rural Electric Cooperative Association (NRECA) represents more than 900 rural electric distribution cooperatives and public power districts across the country, as well as organizations formed by these local rural entities. Among other things, the Association provides education services to



Marie Semeon, An inserter At The Palm Beach Post, Prepares To Insert Supplements Into The Sunday Edition

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its members. In early 1991, at its annual meeting, the Association adopted a literacy resolution encouraging its local members to become involved in adult literacy and it proceeded to provide information and advice to them, occasionally publishing articles in its *Rural Electrification* magazine. (The June 1991 issue described a workplace literacy program for employees of the Cotton Electric Co-op in Oklahoma.) Therese Brown, Manager of Women's & Consumer Programs at NRECA, notes that a subsidiary, the National Rural Electric Women's Association, was the main force behind the NRECA initiative and that its members have become especially active. Its newsletter, *Newsline*, gives tips to its members on useful activities to undertake and regularly describes local chapter initiatives — ranging from giving in-kind help to local literacy groups to workplace skills upgrading programs for employees within the industry. (For more details contact Therese Brown, Manager of Women's & Consumer Programs, National Rural Electric Cooperative Association, 1800 Massachusetts Avenue NW, Washington, DC 20036, 202-857-9537.)

Saving Jobs At Cummins Engine

The Cummins Engine Company is one of the nation's largest manufacturers of diesel engines and components with a domestic workforce of nearly 16,000 spread across 15 states. Headquartered in Columbus, Indiana, Cummins is known as an innovative and caring employer but the loss of contract business in recent years resulted in massive layoffs throughout the company's Indiana plants. One plant, in the small town of Walesboro, Indiana, was totally closed down and its entire workforce let go. As members of the Diesel Workers' Union, some 1,200 of the laid-off workers had recall rights, however — as soon as business picked up again, they would be the first to be rehired. In early 1991, with a newly signed contract from the Ford Motor Company, Cummins faced the choice of either expanding an existing mid-range plant in Alabama or re-opening the Walesboro facility. The latter choice meant having to convert the company to a high-tech operation, with different qualifications required of the employees. Sitting at the negotiation table with an incentive package for the company was the Diesel Workers' Union and the Indiana State Department of Commerce. The De-

partment had "mega project" funds set aside, and offered to fund a significant portion of the costs of implementing a skills upgrading program for the laid-off workers (an equivalency of at least 6th grade in reading and 8th grade in math was the baseline judged to be the minimum required by the new high-tech operation). For its part, the Union agreed to a wage cut in return for a promise from the company to rehire from 200-300 of the laid-off workers as part of its new Walesboro workforce.

Thus was born a partnership involving the Workforce Development Center of Bartholomew County (part of a new statewide network established by the State Department of Workforce Development), the McDowell Adult Education Center, the Union, and Cummins' Walesboro plant. In response to company notices mailed to those with recall rights, some 963 of Cummins' former employees came forward to be tested by the Workforce Development Center (TABE, the Test of Adult Basic Education, was used). Some 520 people passed the test and moved on to one or more levels of company screening and assessment, with 205 ultimately placed in a pool of potential Cummins rehires. Of these, 138 did not need skills remediation and were soon rehired by the company. By October 1991, when the plant re-opened, another 22 had completed remediation classes at the Center and were also rehired, for a total of 160. Another 25 from the pool are currently attending Center classes in the hope that they can raise their skills levels enough to be re-employed.

Cummins has a way to go to meet the terms of its agreement with the Union, with up to 140 of its former recall-right workers still to be rehired. Dana Seamans, Manager of Human Resources at the Walesboro plant, says that the company is pleased with the quality of those rehired to date but disappointed that more in the pool have not yet taken advantage of the remediation opportunity available. He hopes they will do so but adds that the company is also considering other approaches to increasing the pool of candidates. Moreover, the Union notes that just knowing that 160 workers have already been rehired has begun to inspire others to stay with their classes long enough to be considered for re-employment.

The Union is eager for as much skills upgrading to occur as possible before recall rights run out in the Spring of 1993. They want to see many more workers rehired by Cummins before then. But, beyond that,

Larry Neihart, an official of the Union, points out that while recall rights are still in effect, other area employers are reluctant to hire the former Cummins workers for fear that they will lose them if Cummins, by far the largest employer in the area, decides to ask them back. Thus, the Union and the other partners have so far managed to motivate some 200 laid-off personnel not in the Cummins rehire pool to enroll in Center classes as a way to enhance their employability beyond next Spring or to lay a base for further education. (For further information contact Dana Seamans, Manager of Human Resources, Cummins Engine Company, Box 3005, Columbus, IN 47202-3005, 812-377-6635; or Richard Sewell, Deputy Director, Education & Training Program, Department of Workforce Development, 10 North Senate, Indianapolis, IN 46204, 317-232-0196.)

Skills Upgrading At Los Angeles Times

In 1987, eager to create a showcase project that other businesses might emulate, the Training and Development and Public Relations Departments of The Los Angeles Times instituted a computer-based Learning Center for Times' employees, their families, and the surrounding community. The program, which is entirely company paid, began with a focus on basic reading and keyboarding using IBM's PALS System, but it gradually expanded its range of software programs and added algebra and other advanced subjects to the curriculum. Because every aspect of newspaper production has become computerized, it was decided early on that the instructional program would be computer-based, thereby familiarizing workers with the use of computers while upgrading their basic skills. Twelve computer work stations and support staff are available in the Center. Users have access from 9:00 a.m. to 6:00 p.m. four days a week. Workers pursuing specific programs



Los Angeles Times Mobile Lab

requested by their departments or supervisors are given paid release time to come. Otherwise they attend voluntarily on their own time (sometimes because they don't want their supervisors to know). The Center is a dynamic environment where a community volunteer might be answering the phone while a homeless man works on a computer GED program at one terminal as a Times manager tackles a speed reading program at the next. In early 1990, the Times extended its community outreach by establishing a Mobile Lab. The van typically visits two company sites a day, four days a week, for a 12-week period; it then rotates to two different company sites. So far, more than 3,000 members of the community and some 300-400 Times employees (out of a workforce of 10,000) have used the Center or its Mobile Lab. "We've just begun to scratch the surface," observes Barbara Neder, Administrator of the Center. "We're planning to do more with ESL and writing as a next step, and hope to gradually integrate the Center's resources in our regular in-house training program." (For more information contact Barbara Neder, Administrator, The Reading Lab & Learning Center, The Los Angeles Times, Times Mirror Square, Los Angeles, CA 90053, 213-237-4738.)

Society For Technical Communication Encourages Member Involvement

The Society for Technical Communication is an individual membership organization of more than 15,000 professional writers, editors, illustrators, publishers, teachers, engineers, designers, and researchers in the communication sciences. It has 115 chapters throughout the U.S. Some three years ago, under the leadership of Ron Hart, president of the Piedmont, North Carolina chapter, the Society formed a Community Service Committee and began to encourage local members to become involved in community service activities. Literacy was made the centerpiece of the initiative. Since then, the Society has regularly published information about literacy in *Intercom*, its national newsletter — including the results of a recent survey that identifies local chapters now engaged in literacy projects (Ron Hart's own chapter operates a tutoring program in partnership with AT&T). (For more information contact Ron Hart, Chairman, Community Service Committee, 5350 Carillon Drive, Pfafftown, NC 17040, 919-924-0404; or Bill Stolgitis, Society for Technical Communications, 901 N. Stuart Street, Suite 304, Arlington, VA 22203-1822, 703-522-4114.)

WHAT OTHER COMPANIES ARE DOING

GRANTS & IN-KIND HELP

The **Amarillo (TX) Globe-News**, with the involvement of several other corporate sponsors, hosted its annual literacy golf tournament last August, raising more than \$7,000 for the Amarillo Area Adult Literacy Council and the Golden Spread Literacy Fund.

In August, **Citibank** presented a \$10,000 check to Literacy Volunteers of New York City (LV-NYC). The grant was made in recognition of the volunteer efforts of 37 Citibank summer interns who worked on a variety of LV-NYC projects: staffing a booth at a Harlem street fair, conducting a banking skills workshop for students that focused on the use of automatic teller machines, recording books on tape, and gathering information for a new student resource manual on mental health organizations in the City.

Comcast Cable has joined with the Three Rivers Literacy Alliance (3RLA) to fight illiteracy in the Ft. Wayne (IN) area. Comcast will produce a number of PSA's for broadcast on its local networks, using adult learners from 3RLA to recruit new students and volunteer tutors. The **Journal Gazette Foundation** and **Lincoln National Life Insurance** made recent grants to 3RLA, and **North American Van Lines** donated the printing of 3RLA stationery and envelopes.

Deloitte & Touche, **Allstate**, **Arthur Andersen**, **Centel**, **Dr. Scholl's**, **Northern Illinois Gas**, and **Kraft General Foods** were 1991 contributors to LVA-Illinois. A grant of \$21,000 from the Margaret and Richard Merrell Foundation will fund the recruitment and training of a corps of Volunteers in Technical Assistance (VITA's) to work with LVA affiliate programs around the state.

Last year, 35 companies, led by their CEO's, participated in the Boston Adult Literacy Fund's Second Annual Business Spelling Bee, which raised \$64,000. The law firm of **Palmer & Dodge** won the event by spelling "xenophilist" correctly. The Bee was underwritten and organized by **New England Telephone** and **Cabot Communications**. Other corporate teams included **Boston Edison**, **Boston Gas**, **File's Basement**, **Jordan Marsh**, **KPMG Peat Marwick**, **Liberty Mutual Life Insurance**, and **State Street Bank & Trust**.

Phoenix Typographers donated the printing of the Autumn 1991 newsletter of the Greater Pittsburgh (PA) Literacy Council.

LVA-Glens Falls (NY) will be holding its second annual "Kiss-a-Pig" fundraiser in May. Last year's contest received excellent media attention and netted more than \$2,500 for the group. Representatives from **Scott Paper**, **Aviation Mall**, **Continental Insurance**, **First National Bank**, **Glens Falls National Bank**, the **Post-Star**, **Channel 8 TV**, and radio stations **WWSC**, **WENV**, **KB100**, and **Y96FM** were among 54 candidates for whom area residents cast their ballots at \$1 each. The candidate receiving the most votes — the Mayor of Hudson Falls — won the dubious honor of kissing "Wilbur," a 200-pound pig, at a public dinner hosted by the Elks Club.

Toomey-Fitzgerald-Delong has donated \$20,000 from a special newspaper campaign to Literacy Volunteers of America to help support its programs in New England, while **ARCO Foundation** and **Exxon Corporation** have made grants of \$20,000 and \$25,000 respectively to continue and expand LVA's work in Alaska, Colorado, Montana, Wyoming, and Los Angeles. During the holiday season, two national magazines — **Reader's Digest** and **Esquire**, the latter a Hearst publication — donated ad space to promote LVA. **McGraw-Hill** and **Sterling Drug** numbered among the corporations that continued their general support of LVA for 1991-92.

The **United States Tobacco Manufacturing Company** recently pledged \$60,000 over three years to the Nashville (TN) Adult Literacy Council.

PLANNING, AWARENESS & RESEARCH

Georgia-Pacific, **Domtar Newsprint**, **Flint Ink**, **Hall Processing Systems**, **Inland Empire Paper**, **James River**, **Kruger**, and **Weyerhaeuser** were among 30 corporations that supported a special newspaper supplement, "Reading Guides Us Through Life," developed by the **American Newspaper Publishers Association Foundation** (ANPA). More than 200 newspapers (with a national circulation of over 10 million) carried the supplement on or near International Literacy Day this past September. The supplements, which were offered in both English and Spanish, were designed so that local newspapers could provide information on literacy service groups in their communities. In California, the **San Diego Union** and **San Diego Tribune** — working with the **Coors Foundation** and the San Diego Council on Literacy — timed the supplement's distribution to coincide with the launching of a county-wide literacy campaign on November 19. The national campaign was so well received that ANPA is now planning a 1992 supplement.

In November, the **Southern Newspaper Publishers Association** presented its annual Literacy Awards to 15 newspapers, with the **Greenville (NC) Daily Reflector** taking top honors as the best overall entry. Other winners in the four categories of general excellence, community service, best new idea, and news editorial were the **Montgomery (AL) Advertiser/Alabama Journal**, the **Augusta (GA) Chronicle/Herald**, the **Rome (GA) News Tribune**, the **Tallahassee (FL) Democrat**, the **Miami Herald**, the **Lexington (KY) Herald-Leader**, the **Shelbyville (KY) Sentinel-News**, the **Greenville (SC) News/Piedmont**, the **Amarillo (TX) Globe News**, the **Dallas Morning News**, the **Fl. Worth Star-Telegram**, the **Galveston News**, the **San Antonio Light**, and the **Richmond (VA) Newspapers**.

Two transportation industry magazines ran articles in 1991 that discussed the impact of the new Commercial Driver's License test on adults with poor basic skills and suggested resources and organizations that could help drivers master the exam. **Overdrive** carried a three-part series that concluded with "Reading: The Road to Success" in the September 1991 issue. "Literacy: Hidden Shame" appeared in the June 1991 issue of **Heavy Duty Trucking**.

"Learning on the Job," an article in the October 1991 **Rotarian**, presented workplace literacy "as a worldwide challenge for employers and workers alike" and suggested ways in which Rotarians could help advance functional literacy.

EMPLOYEE BASIC SKILLS PROGRAMS

Armenian Nursing Home in Jamaica Plains (MA), **Weber Metals**, a small aerospace supply company in Paramount (CA), and **Loxgreen**, a manufacturer of screen doors in West Columbia (SC), offer basic skills programs to their employees. The programs were highlighted in "Boosting Workers' Basic Skills," an article that appeared in the January 1992 issue of **Nation's Business**. The article also highlights the need for and merits of workplace programs, cites other small business examples, outlines steps for program implementation, and suggests resources on workplace education.

The **Good Lad Company** in Philadelphia (PA), which manufactures children's clothing, offers an on-site ABE and ESL program to its employees. The program was discussed in detail in the January 1992 issue of **Bobbin Magazine**, in an article titled "Combating Illiteracy in Our Plants." It was also featured in a special PBS television outreach project in Pennsylvania.

The **United States Tobacco Manufacturing Company**, based in Nashville, offers its employees group classes or one-to-one tutoring in basic reading and math skills, GED preparation, and ESL.

AVAILABLE FROM BCEL

• The **BCEL BRIEF** contains bibliographic, curricular, and program referral information on specific topics in general or workforce and workplace literacy (\$5 each).

#1—Selected References in Workforce & Workplace Literacy

#2—National Technical Assistance Groups

#3—The Hotel & Food Service Industries

#4—The Health Care Industry

#5—The Commercial Driver's License Test

#6—Small Businesses

#7—Computers & Literacy: Guides & Curricula

• **Workforce/Workplace Literacy Packet** includes a variety of materials that will be helpful to those beginning to investigate the development of workplace programs. It includes a selection of BCEL Newsletters, a collection of newspaper and magazine articles, Briefs #1 and #2, and other items. (\$20.00)

• BCEL's **National Directory of Key State Literacy Contacts** is an aid for the business and literacy communities. The 1992-93 edition will be available in May. (\$25.00)

• In the U.S. and Canada, a subscription to the **BCEL Newsletter** is free; back issues are available at no cost for one copy and at \$1.00 a copy thereafter. Foreign subscriptions are 25 U.S. dollars annually, prepaid; back issues for subscribers are \$1.50 a copy, for nonsubscribers \$2.50. *Articles may be reproduced in their entirety or quoted without permission but with attribution to BCEL; a copy of the publication in which the material appears should be provided to BCEL.*

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide for Literacy Programs** is a 54-page resource designed primarily for local literacy programs. (\$20.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers and others wishing to develop job-linked literacy programs in the workplace. (\$20.00)

• **INDEX TO BCEL NEWSLETTERS** is a 20-page organization, title, and name index covering Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. (\$5.00) [Note: A Supplement covering Issues 21-30, October 1989 to January 1992, will be published later this year and announced in an upcoming issue of the Newsletter.]

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.25 a copy thereafter.

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$10.00)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (two volumes, one by David Harman, the other by Donald McCune and Judith Alamprese), and **PIONEERS & NEW FRONTIERS** (by Dianne Kangisser) are 1985 BCEL monographs. The two-volume publication assesses short- and long-term needs in adult literacy and recommends actions for the public and private sectors (\$15.00 each or \$25.00 the set). **PIONEERS** considers the role, potential, and limits of volunteers in combating adult illiteracy (\$10.00).

NOTES ON ORDERING: Where a charge is involved orders must be paid in U.S. dollars, requested in writing, and accompanied by a prepayment check made out to BCEL. Mailing is by the least expensive method.

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Business Council for Effective Literacy

1221 Avenue of the Americas — 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

THE MISSING LINK: Workplace Education in Small Business



A recently-released report by Forrest Chisman and the Southport Institute for Policy Analysis (SIPA) throws major light on the state of workforce literacy in America's small businesses—a subject that until now has received little focussed attention. The report, called *The Missing Link: Workplace Education In Small Business*,* summarizes a two-year study by SIPA. It is the first comprehensive, systematic inquiry into what small businesses are doing and not doing to upgrade their workers' basic skills and the factors and barriers that account for their action or inaction in this area.

How and why do small businesses invest in basic skills instruction for their workers? What are their characteristics? What are they getting from that investment? How many are offering such programs? Are there significant differences between firms that offer employee basic skills upgrading and those that do not? What reasons do small business firms give for not implementing a program? What connections exist between work reorganization in this sector and the provision of basic skills instruction? What policies would be most effective in helping small businesses on a large scale to implement the employee basic skills programs they need (*more than 10 million small business employees have basic skills problems that impair their performance on the job*), and what forces make this a national priority? These are among the questions at the heart of SIPA's inquiry.

The study is important because small businesses are the backbone of the nation's economic enterprise. Together they represent 99% of all U.S. businesses, employ 57% of the workforce, and generate 47% of the gross national product. They also generate two out of every three new jobs. They are, then, crucial to the nation's overall productivity, its competitive stance in world markets, and ultimately, its traditional standard of living.

* The *Missing Link* was released together with a related background paper by Laurie Bassi, *Smart Workers, Smart Work*, which contains the project's research details and findings. The reports are available separately from the Southport Institute.

** Two-thirds of the case-study firms provide basic skills instruction in some form to their employees; four were profiled by SIPA earlier this year in a publication called *Ahead Of The Curve*.

Every major study of the past few years has found a hot connection between the ability of U.S. business to hold its own in the global marketplace and the need for skills upgrading in the workforce. But it is also coming to be understood that skills upgrading by itself will not be enough, that to achieve real results worker education will have to be accompanied by the reorganization of work into high performance systems. This is true, says *The Missing Link*, for small businesses as well as large.

A central concern underlying the study was that, given the current high interest of national and state leaders in improving workforce basic skills, there is no way to know if ideas for new public and private initiatives to advance this goal "would benefit small firms and their employees, or be off target, wasteful, and possibly filled with perverse effects." SIPA's bottom-line purpose is thus to provide information and analysis that will give policymakers at all levels of society a better understanding of small business needs and operating realities, and to offer recommendations for productive action.

The Research Approach

One phase of the study consisted of four surveys. Included were a national mail and telephone survey of a random sampling of 11,000 small and medium-sized firms, a more targeted mail survey of 4,317 members of the National Association of Manufacturers, and a separate telephone survey of 775 small firms. A fourth survey queried 1,535 members of the American Association of Community and Junior Colleges (AACJC) to learn about the "supply side" of employer-sponsored basic skills instruction.

A second component of the study consisted of case studies of 72 small and medium-sized firms in five states.** The U.S. Small Business Administration defines a small business as having 500 or fewer employees. For purposes of its study, SIPA broke this universe into two groups: very small firms having 50 or fewer employees and medium-sized firms having any number of employees greater than 50 up to 500.

Some Key Findings

• At present, 3-5% of small firms have workplace education programs in operation. In numbers, this ranges from 15,000 to 25,000 programs. These programs serve some 200,000 to 300,000 people in

(Cont'd on p. 6)

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EDITORIAL

by **Harold W. McGraw, Jr.**
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

The goal of markedly improving workplace literacy in our small businesses indeed remains a major and challenging frontier and to a large extent an unexplored frontier. Now a particularly imaginative and thorough study has been developed, providing the basis for the lead article in this issue. I strongly urge you to read it, reread it, and reflect on it. It will confirm many things that you felt you knew about small business needs, but it will also shed light on many things perhaps new to you and that you didn't know. And that light will make much clearer to all of us the next steps needed to open up the frontier.

Alan Pifer and Forrest Chisman, through the Southport Institute that they founded and implemented, certainly merit our congratulations and appreciation once again. Back four years ago, their research and resulting *Jump Start* report made a considerable impact on literacy by convincing the nation and the Congress of the need for national literacy legislation and the most potentially effective elements to be included. Now SIPA is again making a real impact with this current study, *The Missing Link*.

I want to emphasize a few very key points from our article. Granted there are several barriers that have given small businesses pause, but one of the most significant is that they have not obtained sufficient or relevant information to give them the confidence to act. Moreover, very often they are not able to assess the nature of their problem, or to know what program approaches would be suitable, or even where to turn for help and advice. The SIPA study will be of great help to all of us in helping them find those vitally necessary answers. In particular, its recommendations for trade associations, community colleges, and federal and state government are right on target.

We're all proud of the many positive steps taken on behalf of literacy in this decade. One of the most important is the degree to which large corporations have begun to develop employee basic skills programs. But we still have to keep in mind that our smaller businesses employ more than half the total workforce and that 95 percent of those companies have yet to move. I hope you'll feel as we at BCEL do that this study represents at the very least an exciting start in getting them the "how-to" that will make it possible for them to get moving. ■

NEWS IN BRIEF

National Literacy Leaders Recognized

On May 28, at a dinner in Washington, D.C., the National Coalition for Literacy gave Advancement of Literacy awards to six individuals who have made "sustained and outstanding contributions to the national adult literacy movement." The recipients all work behind the scenes in roles that often go unrecognized. They were: Sara Platt Davis, Legislative Director, Office of Congressman Tom Sawyer, U.S. House of Representatives; Andrew Hartman, Minority Coordinator for Education, Committee on Education and Labor, U.S. House of Representatives; Renee Woodworth, Project Director, Southport Institute for Policy Analysis; Susan Green, Deputy Director of Projects for Barbara Bush, The White House; Dale Wolf, Lieutenant Governor, State of Delaware; and the late Michael Hemovich, Chairman (1986-91), Special Committee on Law and Literacy, American Bar Association. (For more information contact Dick Lynch, President, National Coalition for Literacy, c/o Special Projects Office, American Bar Association, 1800 M Street, Washington, DC 20036, 202-331-2287.)

Work In America Institute Builds Job-Linked Literacy Network

The Work in America Institute, a non-profit research organization based in Scarsdale, New York, has for the past two years been conducting a national research project to identify exemplary school-to-work and workplace literacy programs. The project has so far produced two publications on the results of its work (see article titled *Job-Linked Literacy*, p. 9). Recently, based on its research experience, the Institute began to build a national network of corporate job-linked literacy programs as a way for program managers to share their experiences and keep up on leading-edge practices in the field. The Institute is especially interested in advancing programs based on the functional context approach, in which training is based on assessment of basic skills required by jobs and job tasks and designed around materials actually used on the job. Some 32 companies are currently members of the Network and the Institute invites membership from any others around the country that either have a job-linked

literacy program already in place or are in the initial stages of developing one. There is no fee for membership, but members pay for their own lodging and travel to New York City, where meetings are held twice a year. Experts are invited to speak at the meetings, case presentations are offered by the company members, and occasional site visits are planned. (For more information phone Jill Casner-Lotto or Marty Cohen at the Institute, 914-472-9600.)

Barbara Bush Foundation Announces 1992-93 Grant Cycle

The Barbara Bush Foundation for Family Literacy will award \$500,000 in grants of up to \$50,000 each in its 1992-93 program. Grant applications must be submitted to the administering agent, Atlantic Resources Corporation, by July 31st and grants will be announced by the Foundation by December. For guidelines, eligibility criteria, and an application call Atlantic Resources Corporation at 703-715-1122.

Recent Hewlett Grants

During the year ended May 1992, The William & Flora Hewlett Foundation made general support grants totaling \$730,000 to two national literacy organizations and one state-level program. The Southport Institute for Policy Analysis received \$400,000; the Business Council for Effective Literacy, \$300,000; and Literacy Volunteers of America-California, \$30,000. (Contact The Hewlett Foundation, 525 Middlefield Road, Suite 200, Menlo Park, CA 94025, 415-329-1070.)

British Certification Programs For Basic Skills Instructors

The United Kingdom's national adult literacy center, the Adult Literacy and Basic Skills Unit (ALBSU), strongly advocates accreditation of teachers of adult basic skills. For a number of years, the organization has sponsored an Initial Certificate Program in the teaching of reading and math to adults, and recently an ESL component was added. ALBSU designed the training and testing features of the certificate program, which has been independently validated by the organization in England responsible for such matters. The instructional program is actually offered by approved colleges and adult learning centers throughout the U.K. It is built in a modular format so that the offering institution can structure courses leading to

certification in reading, math, and/or ESL depending on the particular needs of a community. Each course runs for 30 hours, with 16 hours of direct instruction, 6 hours of classroom observation and practice, and 8 hours of field assignments. Certificates are earned on the basis of a demonstrated ability to: (1) create a positive learning environment, (2) identify skills needed by learners to complete a task, (3) assess learner needs, (4) prepare a learning program, (5) deliver a learning session, (6) use a variety of teaching methods, (7) select and adapt resources, (8) evaluate and record progress, and (9) promote equality of opportunity. ALBSU identified a set of specific performance objectives and designed appropriate teaching methods and activities for these nine criteria. On a related front, ALBSU has also developed a competency-based In-Service Certificate Program for teachers already experienced in teaching basic skills and ESL. In this program there are no courses given. Instead, teachers demonstrate what they know, regardless of how and when they learned it, through a portfolio prepared under the guidance of a trained mentor. (For more information contact Rhiannedd Pratley, ALBSU, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England, 011-71-405-4017.)

CUNY Opens Family College

Earlier this year, the City University of New York (CUNY) opened a pilot Family College at its Kingsborough Community College in Brooklyn. The new College is a cooperative effort of CUNY and the New York City public schools. Parents who are eligible for public assistance and who possess a high school diploma or GED make up the student body. They work toward college degrees while their children attend classes in a special public school located on the campus. So far, all of the parents have been found to need remediation in math and about three-quarters of them to need help with basic reading or writing. They spend some 25 hours a week on campus. Each day begins with the parents and their children eating breakfast together. Typically, the parents study basic skills for the rest of the morning, rejoin their children for lunch, and then spend the afternoon in regular college courses. By 3 p.m., they and their children are ready to return home together. Plans are underway to expand the program to other CUNY community colleges throughout New York City.

(For more details contact Ron Berkman, Dean for Urban Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021, 212-794-5304.)



A Family College Teacher Shares A Favorite Book With A Mother & Her Young Daughter

Virginia Workers Learn At Home

Through the Virginia Is For Learners program, companies in Virginia are paying for their workers to enroll in at-home basic skills and GED preparation courses. The program, which was launched last fall, is being administered by the College Video Corporation of Bethesda, Maryland, under the aegis of READAmerica, a non-profit organization that promotes family literacy. The curriculum consists of Kentucky Educational Television's *Learn to Read, Another Page*, and GED programs, plus the *Modumath* program of the Wisconsin Foundation for Vocational, Technical and Adult Education. Once a business has signed up to participate, any of its employees can call an 800 number at College Video to be enrolled in one of the video-based courses. The company then pays a fee to College Video for each enrolled employee, with the fees ranging from \$100 to \$200 depending on the course. College Video provides telephone tutoring to students who request it and refers those in need of extensive help to the State's literacy hotline. Out of every \$4 collected, \$1 goes into a "scholarship fund" that is used to give unemployed adults access to the program. Virginia Is For Learners has been endorsed by the state's Secretary of Education, who has helped publicize it through a series of PSAs, and the KET reading and GED courses have been endorsed by the Office of Adult Education. Local chambers of commerce are being encouraged to increase business

participation through periodic enrollment drives. (For more information, contact Michael Falk, President, College Video Corporation, 4550 Montgomery Avenue, Bethesda, MD 20814, 301-652-4411.)

Helping Social Service Agencies Help Their Low-Literacy Clients

The San Diego Council on Literacy is conducting workshops to train personnel from area social service agencies to recognize clients with low literacy levels and refer them to the most appropriate local education providers for help. The agencies are being reached through both mass mailings and direct contact. The workshops are open to any agency and are given periodically at central locations throughout the county. On-site workshops can be scheduled by individual agencies. Participants learn about important issues in literacy, with the focus on how and why low literacy levels reduce the effectiveness of their services. They learn how to recognize clients with reading problems, how to deal with such clients and their special problems, and how to make appropriate referrals. Agencies that have participated so far include the Departments of Social Services, Probation, Health, and Housing; the American Red Cross; and various counseling centers, halfway houses, and drug and alcohol recovery programs. The workshops, which are free to the participants, are funded by the United Way of San Diego County. (For more details contact Jose Cruz, Literacy Services Coordinator, San Diego Council on Literacy, PO Box 126338, San Diego, CA 92112-6338, 619-232-9921.)

National Institute Announces 1992 Grant Criteria

With about \$2.5 million to be awarded in its first year of grantmaking, the National Institute for Literacy (NIFL) published its application guidelines and grant criteria in the June 18th *Federal Register*. Public and private nonprofit organizations, consortia of such groups, and individuals are eligible to apply. The focus will be on basic and applied research and demonstrations in the areas of family and workplace literacy, and on the use of technology for expanded and more effective service delivery. Proposal submissions are due by August 14th, and grants will be given by September 30. To obtain details on eligibility and the application criteria and procedures, call NIFL at 202-632-1500.

UNESCO Poster Exhibit

The Literacy Exchange Network of UNESCO and the Unesco Institute for Education is planning an international traveling exhibit of literacy posters collected from around the world. The exhibit, with an accompanying catalog, will be previewed at the Frankfurt Book Fair in October and in 1993 will begin touring. The purpose is to document a wide range of visual techniques being used by literacy organizations for awareness, recruitment, and instructional purposes. (For more information contact Ursula Giere, UNESCO/UIE Literacy Exchange Network, Feldbrunnenstrasse 58, W-2000 Hamburg 13, Germany, or phone 011-49-40-44-78-43.)

IRA Family Literacy Commission

Last summer, the International Reading Association appointed a Family Literacy Commission and charged it with making family literacy a prominent subject within the organization. The Commission hopes to make school teachers and administrators, which make up the bulk of the IRA's membership, aware of the role they play in family literacy through their contacts with parents and to publicize the need for partnerships between schools and other organizations such as community and religious groups and businesses. The Commission has already completed a review of various types of family literacy programs and reported its findings to the IRA Board of Directors. It will use that report as the basis for an IRA family literacy position paper. Future activities include preparing articles for various IRA journals and an all-day institute at the national IRA convention next May. (Contact Lesley Morrow, Chair, IRA Family Literacy Commission, 15 Heritage Lane, Scotch Plains, NJ 07076, 908-932-7009.)

Overtime Exemption For Corporate Basic Skills Training

Under a December 30, 1991 ruling by the Wage and Hour Division of the U.S. Department of Labor, employers can require workers who lack a high school diploma or read below 8th-grade level to participate in basic skills training outside of work hours without paying them at the usual overtime rate. Under the provisions of the rule, such workers may be required to spend up to 10 hours a week—

(Cont'd on p. 4)

NEWS IN BRIEF

(Cont'd from p. 3)

in addition to the normal 40-hour work week—in reading or other basic skills instruction, or in GED preparation. Workers can be paid at their usual rate for this time, not at time and a half. Discrete time periods must be set aside for the training, and training must occur to the degree possible at a site removed from a worker's usual work station. In addition, the training cannot be job specific. Moreover, employers must keep records of the hours spent in basic skills training and of the wages paid during that time. [Ed. Note: The requirement that programs cannot be job-specific seems counterproductive given the evidence from research and practice that job-linked literacy programs are frequently most needed by employers and employees and in many circumstances most effective.] (For details contact Charles Pugh, Assistant Administrator, Office of Policy and Review, Wage and Hour Division, U.S. Department of Labor, Room S-3506, 200 Constitution Avenue NW, Washington, DC 20210, 202-523-5409 or 202-523-8412.)

New Federal Initiatives

Indicators of Program Quality. An amendment to the Adult Education Act requires that the U.S. Department of Education develop indicators of program quality for adult education and literacy programs. The indicators may then be used by state and local programs. The Department has contracted with Pelavin Associates to implement the multi-phased project. Pelavin first conducted a review of state adult education indicators and performance standards in federal programs. Then, in March, it held a series of focus groups involving literacy personnel from a wide range of instructional settings—the workplace, family literacy programs, correctional institutions, community-based organizations, libraries, JOBS and JTPA programs, and the like. The participants were administrators, teachers, researchers, and students. After the focus group sessions, draft indicators were developed for review in regional workshops for state directors of education. The Final Draft Indicators will be made available to the field through state literacy and education officials sometime this summer. They will be field tested during the remainder of 1992 and reassessed on an ongoing basis thereafter. (For details contact Joan Seamon,

Director, Division of Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, 202-732-2270.)

Voluntary Skills Standards and Certification. As a preliminary step in the development of voluntary, industry-based standards and certifications, the U.S. Departments of Labor and Education held five public hearings around the country in April. The standards would identify the knowledge, skills, and levels of proficiency needed to perform specific jobs satisfactorily. The accompanying certification program would provide a means of confirming that given individuals meet the standards. (For more information contact James Van Erden, Administrator, Office of Work-Based Learning, Room N-4649, U.S. Department of Labor, 200 Constitution Avenue NW, Washington, DC 20210, 202-535-0540; or Debra Nolan, Senior Program Advisor, Business and Education Standards, Division of National Programs, MES-4518, Office of Vocational and Adult Education, U.S. Department of Education, 330 C Street SW, Washington, DC 20202-7242, 202-732-2417.)

National GED Hotline

Since last July, adults interested in earning a GED diploma have been able to call 1-800-62-MY-GED toll-free for information. The national hotline operators give callers referrals to GED testing centers and to education groups that offer GED-preparation classes. They also have information about special provisions for people with disabilities. The hotline is operated by the American Council on Education, which developed and administers the GED testing program. (For details contact Jackie Taylor, American Council on Education, One Dupont Circle, Washington, DC 20036, 202-939-9475.)



Literacy Training in Alcohol And Drug Treatment Facilities

The Acton and Warm Springs Rehabilitation Centers of the Los Angeles County Department of Health Services have been providing treatment for drug and alcohol abuse for over 25 years. Tests of those entering the 90-day residential program, about half of whom are homeless, indicated that some 30 percent read at or below the 7th-grade level. In 1989 the Centers introduced a Language Improvement Program (LIP) for their homeless residents. Initially funded by a McKinney grant, LIP continues to be supported by the California Department of Education. It offers instruction in reading, writing, and math by volunteer tutors, including some residents of the Centers. The results of the program have been dramatic. Within six months the completion rate for the recovery program jumped from 49 percent to 78 percent for residents who participated in LIP as either students or tutors. A follow-up study on residents six months after leaving the recovery program showed that a much higher percentage of those who had been in LIP remained sober than of those who did not take the classes. Moreover, 65 percent of those who had been in LIP were in some form of educational program, as contrasted to 5 percent for those who had not. In March, with funding from the California Community Foundation, the Centers held a conference for representatives of area homeless shelters, drug and alcohol treatment centers, and correctional facilities to help them start literacy programs. The Centers have also published a *How to Manual for the Uses of Literacy Training in Program Recovery from Alcoholism and Drug Addiction*. (For more information or a free copy of the manual, contact Richard Rioux, Associate Director, Acton & Warm Springs Rehabilitation Centers, 30500 N. Arrastre Cyn. Rd., PO Box 25, Acton, CA 93510, 805-269-0062.)

Curriculum For Health Care Workers

In October 1991, the BCEL Newsletter reported ["Health Care: Literacy for Patients & Workers," p. 9] that the City University of New York (CUNY) and the Consortium for Worker Education were developing a demonstration project in which health care workers with basic skills deficiencies were being prepared for college study. Although the project was completed last October, under funding from



Tutor And Student Use Newspaper As A Learning Tool In Acton-Warm Springs Rehab Literacy Program

the U.S. Department of Education, the resultant program continues to be offered by the Consortium. A preliminary follow-up of participants during the pilot phase revealed that 62 of the 99 enrollees were accepted into regular college health care programs at CUNY. The project also produced a published curriculum for national use. It is designed for students who have the reading proficiency required to pass the GED but, with some modifications, it may also be used with pre-GED students. The program consists of a *Reading & Writing Curriculum Guide* (\$57.50), a *Mathematics Curriculum Guide* (\$65), and three *Science Lectures* in videocassette format with an accompanying Viewing Guide (\$60). The curriculum guides are intended for use with standard college health care texts. They provide lesson plans for the teacher and reproducible worksheets for the student. Reading and writing skills are taught in the contexts of anatomy, physiology, and other sciences basic to the health care professions. The math curriculum contains problems and examples drawn from the workplace. Both guides stress those skills most needed to succeed in college. The science lectures are typical of those encountered in college science courses. They are designed to build listening, reading, writing, and other skills. Each program can be purchased separately, or the complete program is \$146. (Contact Dolores Perin, Center for Advanced Study in Education, CUNY Graduate School, 25 West 43rd Street, Room 620, New York, NY 10036.)

Project Education

With funding from the Corporation for Public Broadcasting, WOED in Pittsburgh and the Public Television Outreach Alli-

ance have launched a ten-year project to help build national awareness and local program activities to advance the nation's six education goals—including adult literacy and lifelong learning. Project Education, as the initiative is called, is currently being piloted at WOED and at WNPB in Morgantown, West Virginia. Its aim is to encourage "collaborative efforts for community-based programs that support the educational goals." The public will be informed in various ways about the education goals, what is happening to achieve them, and how to participate. Teleconferences last July and October introduced the project to public broadcasters across the country; the general public learned about it from a PBS special—*Listen Up! Voices in Celebration of Education*—aired on April 15. (For more details, contact Margot Woodwell, Director, Project Education, WOED, 4802 Fifth Avenue, Pittsburgh, PA 15213, 412-622-1320.)

Other News

- At the AAACE's annual conference in Montreal last year, **Anthony Sarmiento**, Assistant Director of the AFL-CIO Education Department, received the 1991 Business and Industry Award for supporting lifelong learning in the workplace.
- Last year, the **Girl Scout Troop of the Misawa Air Base** in Japan held a Read-A-Thon and donated the proceeds of \$811 to the Business Council for Effective Literacy.
- **Lori Strumpf**, president of Strumpf Associates and of the Center for Remediation Design in Washington, D.C., has joined the Center for Human Resources at Brandeis University as part-time Senior Associate. Her work at Brandeis will focus on workplace literacy, development of effective employability assessment systems, and related matters.
- On June 11, the City University of New York presented the third panel discussion in its 1991-92 **Distinguished Speakers in Adult Learning** series. Panelists included Irwin Kirsch of Educational Testing Service and Steve Reder of the Northwest Regional Educational Laboratory.

Conferences, Seminars, Workshops

- Over the coming months, the **National Center for Family Literacy** will hold several seminars and training workshops for project coordinators, instructors, and other

staff members at its headquarters in Louisville, Kentucky, and at other sites around the country. For course descriptions and other information, contact the National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202, 502-584-1133.

- Between now and next January the **National Welfare-to-Work Institute** will be offering four one-day conferences at various locations across the United States. Topics are: *Marketing for Motivation, How to Help Welfare Clients Get Jobs They Will Keep, How to Make Case Management Work for You, and Counseling Techniques That Work for Your Welfare Clients*. For dates, locations, and other information, contact National Welfare-to-Work Institute, 2700 East Dublin-Granville Road, Suite 7, Columbus, OH 43231, 800-232-2579 or 614-895-7500.

- The 24th Annual Conference and Exhibit of the **National Alliance of Business**, titled *New Partnerships—New Horizons: Building a Quality Workforce*, will be held in Miami Beach from September 13-16. Contact National Alliance of Business, 1201 New York Avenue NW, Washington, DC 20005, 202-289-2888.

- **Literacy Volunteers of America** will hold its annual national conference in Denver, Colorado from November 5-7. For details contact Gloria Gregg, Conference Chair, Literacy Volunteers of America, 5795 Widewater Parkway, Syracuse, NY 13214, 315-445-8000.

- At the **College Reading Association's** annual meeting from November 5-8, the Adult Learning Division will present a program titled, *Innovations in Staff Development in Adult Literacy/ABE/ASE Programs*. Contact Marion Patterson, Conference Coordinator, Morgan State University, Truth Hall 434, Cold Spring Lane/Hillen Road, Baltimore, MD 21239. ■

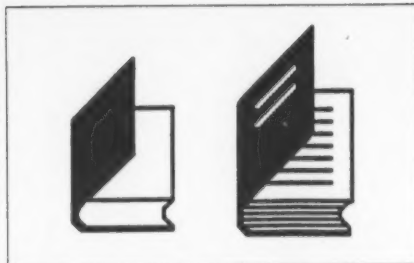
CORRECTIONS:

The ZIP code for the **National Institute for Literacy** (feature article, BCEL April 1992 Newsletter, p. 1) is 20006.

The phone number of the **Congressional Sunbelt Caucus** (News In Brief, BCEL April 1992 Newsletter, p. 6) is 202-226-2374.

The address for **Davidson & Associates, Inc.** (Tools of the Trade, item #13, BCEL April 1992 Newsletter, p. 10) is PO Box 2961, Torrance, CA 90509-2961.

NCAL UPDATE: Research In Progress



In late 1990, the U.S. Departments of Labor, Education, and Health & Human Services joined in awarding a five-year, \$10.2 million contract to the University of Pennsylvania to establish the National Center on Adult Literacy (NCAL), a new adult literacy research center. Over the last year and a half, under project director Daniel Wagner, NCAL has launched a range of projects which in one way or another aim to improve literacy services and policy development at the local, state, and national levels. NCAL has also developed a program of roundtables, symposia, and conferences, as well as a variety of publications, to disseminate the results of its research.

Thirteen NCAL-sponsored research projects are currently in process:

1. *A Multi-Site Study of Adult Literacy Training Programs*—a longitudinal study of adult literacy students and their families from different ethnic backgrounds and geographic regions to identify factors that influence their participation in adult literacy programs. The results will be used to shape an action research agenda in which new approaches to stimulating participation will be explored. (This project is being carried out by Steve Reder of the Northwest Regional Educational Lab in Portland, Oregon.)
2. *Literacy and Self-Identity Development of Latino Parents*—a study of the literacy needs and program participation of Latino parents whose children are enrolled in elementary schools in Santa Barbara and Goleta, California. The aim is to identify factors that influence Latino participation in and access to adult literacy programs. (Susan Lytle, University of Pennsylvania.)
3. *Families and Literacy Learning*—a study of the key factors influencing participation by families in adult literacy programs. Ten program models are being studied with a focus on such issues as parents' beliefs in relation to their intellectual development, practices and attitudes within family units, how parents think they influence the development of their children, and the uses of literacy in managing civic tasks. (A cooperative project involving Vivian Gadsden and Frank Furstenberg, University of Pennsylvania; Robert Popp, National Center for Family Literacy; Lawrence Dolan, Johns Hopkins University; and Irving Sigel, Educational Testing Service.)
4. *Program and Skill Retention in Adult Literacy Programs*—a study of retention in adult literacy programs, with emphasis on workplace programs.

Following a review and synthesis of other retention studies, four different adult literacy programs will be studied over time with a view to determining the factors that influence how, whether, and why individuals complete the program or drop out. (Daniel Wagner, University of Pennsylvania.)

5. *The Use of Incentives in Adult Literacy Programs*—a review and synthesis of research on the policies developed in different countries to promote adult literacy programs, especially in the area of worker basic skills upgrading. A major part of the project has been an OECD-funded roundtable discussion held in Philadelphia last November. (Daniel Wagner, University of Pennsylvania.)

6. *Models of Literacy and Literacy-Related Behavior*—a study of the relationship between literacy abilities and adult behavior in a literate society. The study seeks to identify the underlying "structure" of adult literacy performance so as to better inform policy development. It will examine the psychometric properties of a range of literacy assessment tools and attempt to develop statistical models that can predict literate behaviors. (David Kaplan, University of Delaware.)

7. *Quantitative Reasoning in the Workplace*—an examination of the role of numeracy in the workplace and for workers with different levels of literacy. The aim is to better understand how workers' basic math and analytic reasoning skills can be strengthened. (Iddo Gal, University of Pennsylvania.)

8. *The Literacy Requirements of Collaborative Work*—a study of the literacy requirements of collaborative and team-oriented approaches in the workplace. Teams of workers will be studied to document the uses of and need for literacy in individual job tasks and in group communication and information-sharing activities. The findings will be used to help shape future directions in research and program development. (Steve Reder, Northwest Regional Educational Laboratory.)

9. *Workplace Literacy and Its Impact on Productivity*—working with other researchers and practitioners, an effort to develop a model for evaluating various impacts of workplace literacy programs. The intended results are an evaluation guidebook for workplace program developers and separate guidelines for establishing a high quality program. (Larry Mikulecky, Indiana University.)

10. *Staff Development Through Practitioner Research*—working primarily with program managers and teachers in Philadelphia-area adult literacy programs, this project aims through a hands-on, seminar approach to develop a staff training model to enhance teaching and learning. Teachers will conduct research on their own classroom practices; administrators and directors will research instructional aspects of their programs. Interviews with teachers, managers, and students will help shape the form and content of the seminar, and all participants will have a role in documenting the project's work and outcomes. (Susan Lytle, University of Pennsylvania.)

11. *Basic and Advanced Skills in Adult Literacy*—a study of complex literacy tasks and the basic skills underlying them. The findings will be used to develop needed and appropriate assessment and testing tools for use at low skills levels. (Richard Venezky, University of Delaware; Irwin Kirsch, Educational Testing Service.)

12. *Adult Literacy Programs for Bilingual Populations*—an examination of literacy development in bilingual populations. A first phase will study Hispanic and Khmer groups in the Philadelphia area. Then, a comparative national survey will examine outcomes in programs that teach literacy in the native language with those that first teach English and then literacy skills. (Nancy Hornberger, University of Pennsylvania; Marilyn Gillespie, Center for Applied Linguistics.)

13. *Data Collection and Data Management in Adult Literacy Programs*—a comparative study of state and local adult education data collection and management systems from the standpoint of what data is collected, why, and how it is used. (Mark Kutner, Pelavin Associates, Inc.)

In addition to the above research, NCAL recently began a Literacy Policy Series in which national experts are writing about topics of immediate policy importance. Among the 10 papers presently being written are: *Technical Assistance in Adult Literacy and Basic Skills Education* (Judy Alamprese, COSMOS, Inc.); *The Military Experience and Workplace Literacy* (Tom Sticht, Applied Behavioral and Cognitive Sciences, Inc.); *Technology and Service Provision for Adult Literacy Programs* (Terilyn Turner, Life Long Literacy, St. Paul); and *Organizational Change and Adult Learning* (Larry Hirschhorn, Wharton Center for Applied Research).

(For more details on NCAL's research program, contact Daniel Wagner, Director, National Center on Adult Literacy, University of Pennsylvania, 3700 Walnut Street, Philadelphia, PA 19104-3111. For information about publications, contact Sandra Stewart, Manager of Dissemination.) ■

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some way each year. This is about equivalent to the number of adults being served by the education components of major federal education/training programs.

- *The number of new small business program starts has increased dramatically in the last three years.* Workplace literacy programs are commonly thought to exist almost entirely in big business settings—the IBM's, XEROX's, and other industry giants. But a growing number of small firms have decided that investing in the basic skills of their workers pays, and many have been operating workplace education programs for some time. A few firms report programs dating back to the 1960s or earlier.
- *Manufacturing firms have taken the lead in introducing workplace education programs in the past three years*—although non-manufacturing (service) firms account for the majority of existing worker skills upgrading programs. Moreover, manufacturing firms are more likely than other firms to have initiated the education programs, and on average they make larger investments in them.
- *Manufacturers are also in the lead in initiating some form of work reorganization during the past three years* (51%-77% of manufacturing firms as contrasted to 34-51% of service firms).
- *Medium-sized firms are much more likely to have workplace education programs than very small businesses.* Moreover, their programs tend to be more substantial in that they last longer, provide instruction in a wider range of skills, meet more frequently,

and are likely to be led by trained teachers working from customized curricula.

- *Community colleges are the education partners of choice for most small companies, and indeed they are their most common partners.*

- *The vast majority of programs are taught at the worksite. More often than not participation is voluntary, with partial released time given to workers. The most frequent pattern is a 50-50 donation of time by employer and employee.*

- *Contrary to expectation, the issue of released time is not a major barrier to the establishment of workplace education programs. This is true even though in most cases a shared-time arrangement results in a longer day for the employee.*

- *Worries about higher employee turnover as a result of improved education is not the major disincentive to providing workplace literacy programs that has commonly been thought, even though to some extent whatever is learned is "portable." In fact, small businesses with education programs report lower turnover rates than those without.*

Types Of Programs & Subjects Taught

Small business programs being provided tend to be of three types:

Low Intensity Programs. These involve the least effort on the part of the companies and the instructional providers, and they are the least complex. Typically, they have individual tutoring arrangements worked out by the employer with an outside group. They are given both on site and off. The curriculum is mainly generic rather than job-related, though it may occasionally include GED preparation. It is directed to very low-skilled employees.

Quick-Fix Programs. These are of short duration, undertaken to solve an acute skills problem identified by the company, for example in math or ESL. They are often conducted in manufacturing firms that are implementing Statistical Process Control (SPC) when it is discovered that workers cannot do the simple fractions, decimals, measurements, and graph reading that SPC requires. Service sector firms that sponsor quick-fix programs—short ESL courses, for example—do so not with the goal of helping workers to become completely fluent, but to make basic on-the-job communication possible.

Lifelong Learning. Of high complexity and long duration, these are the most celebrated and least common kind of workplace education program. (They occur in less than one percent of the firms.) They provide workers with the opportunity to improve multiple skills and to continue their education as long as they wish. They are almost always job-related in some way, built around the literacy requirements of current and future jobs. Few employers set out to create lifelong learning programs, but have usually backed into them by a gradual expansion of more limited efforts.

Across the board, the skills most commonly taught are techniques of problem identification and problem solving, and interpersonal (team building) communications. Manufacturing firms are much more likely than service firms to teach GED and academic skills, with math at the top of the list. In general, reading and writing are next, with ESL less frequently taught (except in areas of the country with large immigrant populations and in service industries that rely heavily on such people—e.g. hospitality, health service, construction).

Many programs also teach general skills needed to get along in everyday life, sometimes because it is requested by the workers and employers want to sustain their interest. It is notable that in programs that require workers to donate their own time for participation in class, the workers' personal needs are more likely to influence the content, nature, and purpose of instruction.

Why Employers Who Offer Programs Do It

Competition. Firms that launch education programs report that they are under competitive pressure, especially international competition, and face demands from customers to improve their performance. (Many are suppliers to large business enterprises.) At the same time, they report that a large percentage of their hourly workers have basic skills problems that affect their performance on the job.

Many of these firms value the experience of their older workers and think that new hires are unlikely to be more skilled. They also tend to think their firms are unique and thus prefer to train their workers in their own way of doing things. Moreover, many have a tradition of loyalty to their employees which plays an important role in their decision to implement a basic skills upgrading program.

Quality. Though many firms are faced with both competitive pressures and poorly skilled workers, they still do not invest in workplace education, or they do so only minimally. The major difference between those that offer programs and those that do not is the emphasis placed on quality of production and service. "Workplace education in small firms is part and parcel of the quality movement in American business," says Chisman. Companies that mount education programs usually are those that have decided they must compete by improving the quality of their operations on a continuing basis. Typically, this involves introducing better technology and new forms of work organization. While it is possible to do this with only minimal attention to workforce skills, these companies believe that for a higher quality (performance) workplace to function well, a higher quality workforce is essential. Thus, their education programs tend to include both job-specific training and general education.

Enlightened Human Resource Policies. Those firms where workplace education is most likely to take root are in general more forward looking and more enlightened in their human resource development policies. Their corporate culture is frequently described as "worker centered." These firms provide higher wages, more benefits, greater opportunities for advancement, and more training of every sort than other companies of their size. They believe that a key to improving the quality of their operations is to develop flexible workers who can adapt to change. They may therefore offer cross training in a number of jobs so that employees can take greater responsibility, function better in teams, trouble shoot, and contribute ideas that will help the firm work better overall.

Committed Managers Are Essential

The success of small business workplace literacy programs depends more than anything else, says the study, on a strong commitment by senior managers to make them work. The evidence indicates that in the best programs, senior managers devote major time and resources to implementing the program. They also devote time to getting their workers to see that their future and jobs depend on the

well-being of the company as a whole. It is worthy of note that firms providing programs don't necessarily have a more serious basic skills problem than those that don't offer programs. They simply care about the problem more, consider poor basic skills to be a very serious problem, and believe they must assume responsibility for solving it.

Workplace Education Pays

One of the study's main findings is that *employee skills upgrading programs have a handsome pay-off in both improved worker performance and bottom line gains.* The firms that invest in education programs are gaining far more benefits from new technology and the reorganization of work than firms that have introduced quality programs but do not provide basic skills education. Where the two operate in tandem, it has resulted in improvements in productivity, customer satisfaction, delivery time, scrap and error rates, and worker morale.

Other highly-valued gains were found as well. Both employers and workers report significant improvements in employee motivation, self esteem, willingness to take responsibility, ability to perform well in teams, and communication and problem solving.

Costs & Financing

Firms offering workplace education programs report a wide range of costs, with the median falling between \$5,000 to \$10,000. At the high end, case study research indicates that lifelong learning programs in firms with 100-300 employees cost the firms \$30,000 to \$40,000. But because these programs are generally subsidized in roughly equal amount by outside education partners (usually community colleges), the full cost is probably somewhere in the range of \$60,000 to \$80,000, excluding the value of the company's management time and employee released time, for which there are no reliable estimates.

Obviously these cost ranges simply tell what many firms presently pay for workplace education programs with which they are satisfied. Precise costs are in fact very hard to pinpoint. For one thing, no two programs are alike. Variables that influence cost include the length of time a program operates, the number of subjects taught, how many workers participate, the amount of released time given, the extent to which the program is customized, and so on. For another, firms do not compute their costs on a uniform basis. Some may consider only out-of-pocket costs, while others include management time and/or employee released time. And further, small companies do not and probably could not measure costs with any precision because their actual cash outlay is minimal and the other cost variables are so difficult to quantify.

The important point is that for the majority of firms cost is not the supposed high barrier to introducing workplace education programs that has been supposed, though this depends to some extent on the size of the firm. The study finds that medium-sized firms (over 50 employees) can usually afford almost any form of workplace education. They employ about one-third of the American workforce and are the companies most likely to report programs. For smaller firms, those with fewer than 50 employees, costs are more likely to be an issue.

To costs that could be measured, companies and education providers contribute about equally.

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Typically, the employers pay for staff planning and implementation, employee released time, and the costs of instruction. Education provider groups generally assume the overhead and technical assistance costs involved in helping firms diagnose their needs and develop customized programs. But, in fact, the study reveals, small business programs are heavily subsidized by the publicly-supported adult education institutions with which they work because these groups provide their services at marginal cost so that small companies can afford it.

The Challenge: Overcoming The Barriers

That the small business workplace literacy movement has come as far as it has with so little initiative and support from outside sources is seen by SIPA as extraordinary. It also testifies to how serious the need is. For despite the outstanding success of programs in companies that have implemented them well, only 3-5% of small firms have mounted any program, and only 1-2% have programs that are extensive. Even though this translates into service for 200,000 to 300,000 people each year, 10 million workers need to be reached. Consider the potential.

On the demand side of the equation, the study found that as many as 20-30% of medium-sized firms would like to have programs because of a perceived basic skills problem. Moreover, many that are presently investing in programs say they would like to expand and improve their efforts. At the same time, a very large percent of all employers indicate that they are moving toward work reorganization, including the shifting of greater responsibility to workers. Even though they may not now wish or intend to launch a basic skills upgrading program, they seem to understand that they will need a more highly-skilled workforce.

On the supply side, most community colleges (the education partners of choice) and other provider groups say they would like to extend their services to more companies.

In short, the number of firms engaging in workplace basic skills upgrading could and should be many times as great as it is now. The number of workers who would benefit from these programs should rise into the millions. The service providers would like to accommodate them. The question is: If costs, high turnover, and other presumed obstacles do not stand as major impediments, what does?

To begin with, half the companies not offering skills upgrading programs say that they don't need to. But they nevertheless report employee basic skills problems to the same degree as firms that have programs. So clearly there are other factors at play.

One major barrier, according to the firms themselves, is that they don't have enough information to know whether a program would be valuable. They are generally aware of the national basic skills problem, but they know very little about its specific nature or how it relates to their own firms. They know very little either about model workplace education programs being offered elsewhere or the gains they produce.

An equally important barrier is that the majority of small businesses don't know where to turn for help. They themselves don't have the know-how, time, or staff to assess their needs and design suitable services. But even if they did, finding an outside group

to work with them—on assessment, program design, and program operation—is time consuming at best and an ad hoc activity that often results in false starts and disillusionment.

Few outside provider groups have the understanding and expertise to develop effective workplace education programs. Their staff are new to this area of adult education. They have had little training in how to do a first rate job of helping firms understand their needs, develop customized programs, and establish a good working partnership. Too often, they try to sell employers a standard, pre-packaged curriculum which is unsuited to their needs. Like small businesses, many are learning by trial and error. The need for a systematic approach to staff development in this field is urgent.

As things now stand, the national effort can be characterized as a cottage industry of ad hoc public-private partnerships, within which are many successful and workable models. Workplace literacy, as SIPA sees it, is a major growth area. *The immediate challenge, as a national priority and economic imperative, is to extend those models to the hundreds of thousands of firms that want to give workplace education a try and to develop policies and programs that will begin to break down the informational and technical assistance barriers reported by small businesses across the board.*

At present, there is a missing link between the need and demand for workplace literacy programs for small business employees and the capacity of outside organizations to help fill the demand, and to fill it effectively. Yet because small businesses, by their very nature, must rely heavily on outside groups to implement programs, SIPA concludes that *the aim of public and private policy and action should be to stimulate and build upon the public-private partnerships that are at the heart of the small business approach.* This means that major attention must be given to the "supply side" of the equation.

The effort of educators to provide workplace education, like the interest of small business employers, is fledgling. Most programs are only a few years old, and many colleges have only recently begun to offer services. The number of companies they serve is small, less than 20 at any given time. (The number of firms served each year per state by all providers is 200-300 on average.) In short, quite apart from the staff development need, their ability to supply services is unable to keep pace with demand. *The major barrier keeping colleges from expanding their efforts is inadequate funding and personnel.*

Employers usually pay a fee for college services, except in some states such as North Carolina where state policy requires the service to be provided free. However, as noted earlier, they rarely pay the full cost, and the colleges must fund the balance from bits and pieces of funding intended for other purposes. Because workplace education is a relatively new service, it is often a marginal part of community college life. State policy does not define it as a major community college mission, and college administrators rarely give it high priority.

Tight funding is one of the reasons colleges do not market their services aggressively, says the study. They tend instead to wait for companies to come to them. One consequence is that they rarely serve the very small firms, partly because those firms are short of time and resources. Yet very small businesses employ almost as many people as medium-sized companies. Moreover, case study evidence

reveals that firms with as few as 35 employees can support excellent programs if they receive the assistance they need.

To Forge The Missing Link

To overcome the problems and barriers, SIPA calls for new initiatives at the local, state, and national levels, with fairly well defined responsibilities for each player, especially the federal government:

Trade Associations & Unions. Small businesses say they prefer their trade associations to demystify basic skills and point them toward the right form of hands-on assistance. They want that help to come from state and local groups, not the federal government whose programs they view as out of touch with their needs. For its part, organized labor has been very active in the basic skills efforts of large companies. Most small firms are not unionized, but where they are, unions could play a key role in promoting new programs.

The States. The supply of workplace literacy programs is strongly influenced, according to SIPA, by state policies. Among many priority steps the states should take are these: Make funds available specifically for literacy programs for small businesses. Remove limits on the amount of contract work that community colleges and others can undertake. Dedicate employer fees to a workplace education revolving fund rather than, as at present, to the general state fund for educational institutions. Develop a system of quality control for workplace education, including centers of information, expertise, and oversight. Make grants to help stimulate employer interest. Form consortia of very small businesses whose employees can be collectively served. At the local level, develop points of contact visible to the business community.

Some states have already begun to take such measures. Indeed, the experience of Massachusetts, South Carolina, and Virginia, in particular, suggests a model for structuring support for workplace education. The foundation is local. It employs a statewide system of workforce specialists who, for logistical purposes, are housed in the local education institutions that provide the services. Their function is to serve as a broker between local supply and demand and between local and state-level groups, to promote workplace education to employers and suppliers, and to be a visible point of contact and expertise for both. These specialists are a source of one-stop shopping for the companies, and for suppliers they are a source of expertise and clients. Simply put, the state's role is two-fold: to provide a state office dedicated to workplace education, which provides and supports local specialists through funding and technical assistance; and to enact policy measures that will enhance funding and remove barriers.

The Federal Role. SIPA points out that the federal government is now providing an estimated \$74 million to \$125 million for workplace education in small businesses through its support of the public institutions that provide the services. "This is a pittance," the report states, "compared to other federal programs aimed at major economic and education problems. And, by all indications, it is money very well spent."

But this federal involvement is haphazard and inadvertent. Much of the funding comes from programs designed for other purposes. Nothing exists for small business workplace education as its expressed purpose (although the Department of

Education's workplace literacy grants program provides some funding for small business initiatives). The result is instability of support, but also lack of guidelines to determine whether federal monies are being used well. More importantly, there is no federal plan. No one is responsible for seeing to this area of need, for targeting investments on the highest priorities, for promoting the cause, for tracking the use of federal funds, or for sponsoring research and information dissemination that would be helpful to small businesses and local provider groups.

What is missing is a center of gravity, a solid core responsible for all these issues. And providing that core on a national basis is something that only the federal government can do. What is needed is an effective model for federal involvement. Fortunately there is one at hand.

The Cooperative Extension Model

The Cooperative Extension Service of the U.S. Department of Agriculture, in operation since 1914, is one of the most successful federal programs ever implemented. It has been a major force in achieving the revolution in American farming that has made agriculture our highest productivity industry.

The Service is based on a network of local county agents who serve as sources of information and technical assistance for individual farmers, as brokers between farmers and other institutions, such as state universities, that can help them, and as advocates for a new style of farming. Their primary mission in the early days was to use the demonstration method to help farmers try out new ideas on their own land. The agents are supported

by centers of knowledge at universities, the Department of Agriculture, and elsewhere. Funding comes from federal matching grants to the states. Training, information, back-up, and oversight comes from the Department.

The analogies are self-evident. The model would solve the central problems holding back development of basic skills instruction in small firms. It would supply the missing link between supply and demand at the local level, provide a stable stream of funding for technical assistance and outreach, and create a method by which to monitor and improve quality.

Such a system transplanted to workplace literacy education need not be expensive, the report indicates. It would be structured on a program of federal matching grants to states, administered by a federal office of workplace education. The grants would be for two purposes: to establish state-level offices of workplace education and provide support for a national network of workforce specialists.

With states matching at a level of 15%, a federal authorization of about \$120 million a year would cover the costs—a bargain basement price that is less costly than any other major federal education and training effort in existence today.

(A full copy of *The Missing Link* is available from SIPA for \$17.95. *Smart Workers*, *Smart Work* and *Ahead Of The Curve*, two related publications, are available for \$17.95 and \$25.00 respectively. All three publications are available as a package for \$40.00. Send prepaid orders to the Southport Institute for Policy Analysis, Suite 460, 820 First Street NE, Washington, DC 20002.) ■

JOB-LINKED LITERACY: Innovative Strategies at Work



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More than two years ago, the Work in America Institute began a three-year study of job-linked literacy programs, its purpose to identify exemplary models and principles and widely disseminate the findings. The project was to result in three publications tied together as a series under the title of "Job-Linked Literacy: Innovative Strategies at Work." The first publication, *Vestibule Training: Basic Skills for New Hires*, was released last fall. It contained an overview of the value of job-linked literacy training in general and of vestibule training for entering employees in particular. It also presented detailed

case studies of five vestibule programs judged on the basis of solid evaluation to be national models worthy of replication. A major conclusion was that "workers learn faster and more durably when basic skills and job skills are taught together in a functional context."

Recently, in May 1992, a second publication was released: *Meeting the Challenge of Change: Basic Skills for a Competitive Workforce*. This new publication analyzes the need for workforce skills upgrading throughout American business as a central factor in remaining internationally competitive. It considers the factors involved in a company's decision to offer a skills upgrading program, looks at what a job-linked literacy program can accomplish, identifies elements of a successful job-linked program, examines such issues as funding and costs, and much more. To illustrate points and conclusions, case studies are presented of programs in place at six companies, all experiencing technological and organizational change: **Onan Corporation**, **AC Rochester** (a General Motors subsidiary), **Baldor Electric Company**, **Remmele Engineering**, **National Semiconductor** of Salt Lake City; and

Ford Motor Company. (The programs at AC Rochester and Ford are full partnerships with the UAW.)

Above all else, say the authors, a successful program must teach the basic skills needed by employees to master specific jobs and job skills. But other features are also essential: Both managers and worker-trainees must understand and agree that improved basic skills are necessary for effective job performance; the curriculum should be drawn from tasks, materials, and problems actually encountered on the job; where employees are represented by a union, the union must actively support the job-linked literacy program; trainees should be paid for time spent in the job-linked basic skills training, just as they are paid for time spent in job skills training; and the program should be offered on site and be self paced.

A major conclusion of the report is that whenever an employer plans to introduce a technological or organizational change into the workplace, it should take responsibility for ensuring that all affected employees are provided whatever training is needed to master the new skills and knowledge they will need, including help with basic skills.

The authors point out that it is not productive to argue over who is to blame for current skills deficiencies in the workforce. "The point is," says Institute president Jerome Rosow, "that the workplace is the most logical place to deliver work-related functional literacy programs." Moreover, "to wait for someone else [to take responsibility] is to court economic disaster." The authors call for businesses to invest seriously in worker skills upgrading as a matter of urgent economic self-interest. But they stress that a higher level of federal and state public investment is needed as well. One of their key recommendations is that government should help defray the costs of job-linked literacy programs that are specifically designed to provide employees with the basic skills, job skills, and new knowledge needed to implement technological or organizational change in the workplace.

(A full copy of *Meeting The Challenge*, is available for \$95 from Work in America Institute, 700 White Plains Road, Scarsdale, NY 10583, (914) 472-9600. *Vestibule Training* is available at the same price. Note: The project's final publication is scheduled for release next year. Its focus will be on job-linked literacy programs being offered by companies to prepare employees for promotion or advancement.)

TOOLS OF THE TRADE

General Policy, Planning & Research

1 Direct and Equitable Access: Collaborative Opportunities Under the National Literacy Act, by Judy Alamprese with Judith Koloski, is a National Adult Education and Professional Development Consortium publication. It grew out of a two-day workshop held in March to examine the "direct and equitable access" provision of the National Literacy Act. The booklet outlines some practices and procedures that adult literacy organizations can follow to take full advantage of opportunities under the new provision. Available for \$3 prepaid, (\$2 each for orders of 10 copies or more) from NAEPDC Publications, 444 North Capitol Street NW, Suite 422, Washington, DC 20001, (202) 624-5250.

2 Literacy Harvest: The Journal of the Literacy Assistance Center is a new semiannual journal that plans to address a wide range of current issues in the adult literacy field. The first issue (Winter 1992) premiered with articles on such topics as professionalizing adult basic education, whole language instruction, and union views on the goals of workplace literacy programs. Subscriptions are free from the Literacy Assistance Center, Inc., 15 Dutch Street, 4th Floor, New York, NY 10038, (212) 267-5309.

3 Strengthening the Literacy Network is the published proceedings of the May 1990 National Forum for State Libraries. The conference explored ways to motivate library involvement in literacy and develop community collaborations. It also examined family literacy, technology-assisted literacy instruction, workforce literacy, and rural literacy. To obtain a free copy, send a self-addressed mailing label and \$3 in postage to Shelley Quezada, Project Director, Massachusetts Board of Library Commissioners, 648 Beacon Street, Boston, MA 02215, (617) 267-9400.

4 Study of ABE/ESL Instructor Training Approaches consists of three publications resulting from a 1989-91 study undertaken by Pelavin Associates, Inc. with U.S. Department of Education funding: *The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors* summarizes and analyzes the research literature and data collected from the states on instructional/training practices in ABE, ESL, and voluntary literacy programs. *State Profiles Report* provides an overview of ABE/ESL systems and training activities for each state. *Key Elements of Adult Education Teacher and Volunteer Training Programs* presents elements of effective staff development based on Pelavin's research and site visits to nine programs. A single copy of each report is available free by writing Tammy Fortune, Division of Adult Education and Literacy Clearinghouse, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240.

5 Teaching Adults with Limited English Skills: Progress and Challenges, from the U.S. Department of Education, traces some of the changes in adult ESL since it became a federal priority in 1964 and reviews current issues and concerns in the field.

The publication treats the issues from the perspective of state government officials in California, Florida, New York, and Texas, and it includes profiles of four programs that have been found to use especially promising practices. Available free from Tammy Fortune, Division of Adult Education and Literacy Clearinghouse, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240.

Workforce & Workplace Literacy

6 America's Choice: High Skills or Low Wages—Supporting Works is a two-volume publication of background papers to America's Choice, the report released in June 1990 by the Commission on the Skills of the American Workforce. Volume 1, *International Research*, details the demographic, social, educational, economic, and industrial attributes of the six nations studied in the project. Volume 2, *Industry Research*, details the findings of an in-depth examination of nine industries in the U.S. (manufacturing, retailing, business service, personal/professional services, health care, public administration, construction, transportation, and financial services) and provides a closer look at representative businesses within each area. The two volumes are sold as a unit for \$45 prepaid from the National Center on Education and the Economy, Publications Department, 39 State Street, Suite 500, Rochester, NY 14614, (716) 546-7620.

7 Closing the Literacy Gap in American Business: A Guide for Trainers and Human Resource Specialists, by Edward Gordon, Judith Ponticell, and Ronald Morgan, discusses and analyzes what is known about workforce literacy from recent research and experience. The book also describes and illustrates with case studies the "Individualized Instructional Programs" approach to workplace training offered by Imperial Corporate Training and Development, a Chicago-based group headed by Mr. Gordon. Available for \$45 from Quorum Books, Greenwood Publishing Group, Inc., 88 Post Road West, Box 5007, Westport, CT 06881, (203) 226-3571 or (800) 225-5800.

8 English at Work: A Tool Kit For Teachers is a new workplace ESL program developed by the Center for Workforce Education of Laubach Literacy International. It contains a *Teacher's Guide*; an audiocassette of vignettes about work situations; *Photocopy Masters* of 25 worksheets, two "oral histories," and the audiocassette transcript; packets of photographs of people at work; five posters with photos of work and community scenes; and 23 cards with cartoon illustrations of workplace health and safety issues. The *Teacher's Guide* presents six different units of instruction built around such topics as Industrial and Service Sector Jobs, Work Relationships, and Working Conditions. Each unit is designed to interact with the other Kit materials as well as materials that students and teachers produce themselves. A related product, *English at Work Training Video*, prepares teachers to use the Tool Kit and provides general guidance about workplace ESL instruction. The video alone is \$75; units in the Kit are available individually at various prices or may be bought as a package for \$150 (\$200 with the videocassette). For more information on prices and ordering contact Center

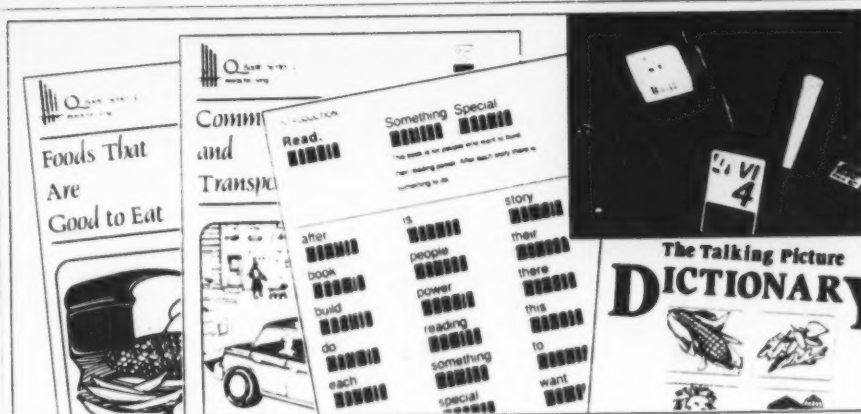
for Workplace Education, Laubach Literacy, 1320 Jamesville Avenue, Box 300, Syracuse, NY 13210-0300, (800) 221-6676.

9 Job-Related Language Training for Limited English Proficient Employees: A Handbook for Program Developers and Job-Related Language Training for Limited English Proficient Employees: A Guide for Decision Makers in Business and Industry grew out of an ESL workplace demonstration project in which the Development Assistance Corporation of Dover, New Hampshire, developed programs at nine companies located in different parts of the country (see BCEL Newsletter, April 1991, p. 2). The Handbook offers guidance on how to set up and implement a vocational training program in which job and language skills are taught using both a worker's native language and English. It is available free from Tammy Fortune, OVAE, U.S. Department of Education, Switzer Building-Room 4512, 330 C Street SW, Washington, DC 20202-7242. The Guide explains why workplace ESL programs are needed, examines the nature of business/education partnerships in such programs, and gives guidelines on how to develop a successful employee program. It will soon be available for purchase directly from the Development Assistance Corporation, 410 Dover Point Road, Dover, NH 03820, (603) 742-6300.

10 A Program Evaluation Handbook for Workplace Literacy, by Kathryn Barker, contains guidelines for evaluating workplace literacy programs. The publication is addressed to practitioners who are not expert in evaluation techniques. It stresses that program types and evaluation needs differ widely among programs, making it impossible to identify a universal approach to evaluation. It includes "focus questions" to help users relate the guidelines to their programs. Available free from Department of Multiculturalism & Citizenship, National Literacy Secretariat, Ottawa, Ontario, K1A 0M5, Canada, (819) 953-5280.

11 Setting Up Workplace Basic Skills Training: Guidelines for Practitioners is a new Work Base Training publication from the Adult Literacy and Basic Skills Unit of the United Kingdom. It gives data on basic skills needs and provisions in U.K. workplaces and offers practical advice to literacy practitioners on how to market literacy services to businesses, develop contacts with employers, establish training needs, and design and assess programs. The publication is geared to British regulations, standards, and institutions, but should be a valuable guide to providers elsewhere. Available for £7.50 plus £1.05 postage from Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England, 071-242-7104.

12 Workplace Literacy: Bottom-Line Business Strategies, from the Florida Chamber of Commerce, analyzes why employee basic skills programs are essential to the future economic and social well-being of the state, gives guidelines to Florida businesses on what they need to do, and illustrates its recommended actions through case studies of 10 businesses. The publication might be useful as a model approach to state planners elsewhere. Available for \$11.33 (plus \$.79 tax within Florida) from the Florida Chamber of Commerce, PO Box 11309, Tallahassee, FL 32302-3309, (904) 425-1210.



13 Workplace Literacy: A Curriculum Development Guide details the elements and planning processes of a workplace ESL program at Acton, Inc., a manufacturer of printed circuit boards in Wilmington, Massachusetts. Under U.S. Department of Education funding, the program was developed by the Cambodian Mutual Assistance Corporation in consultation with Acton managers and employees. For price and ordering information contact Vera Godley, Cambodian Mutual Assistance Association of Greater Lowell, Inc., 125 Perry Street, Lowell, MA 01852, (508) 454-4286.

14 The Workplace Literacy Primer: An Action Manual for Training & Development Professionals is a textbook by William Rothwell of the Franklin Life Insurance Company and Dale Brandenburg of the Industrial Technology Institute of Ann Arbor, Michigan. It covers all aspects of workplace literacy, from an overview of the illiteracy problem to the day-to-day running of an in-house basic skills program. Available for \$49.95 from Human Resources Development Press, 22 Amherst Road, Amherst, MA 01002, (800) 822-2801.

15 Participatory Approaches of Evaluating Outcomes and Designing Curriculum in Workplace Education Programs: The Report of the 1991 Evaluation of the Massachusetts Workplace Education Initiative is new from Evaluation Research. Prepared by Laura Sperazi, Paul Jurmo, and David Rosen, the publication reports on a 1991 study of four workplace literacy programs developed through the Massachusetts Workplace Education Initiative. Based on the findings, numerous recommendations are made of possible benefit to state and national planning and funding groups. According to the authors, for example, programs should be required to have planning and evaluation teams in place to qualify for funding...planning and evaluation teams should be educated about the value of and requirements for conducting program evaluation...programs should have more opportunities to share information and to publish useful materials...and mathematics instruction should be made a high priority in workplace programs. Education in the Workplace: An Employer's Guide to Planning Adult Basic Skills Programs in Small Business and Industry in Massachusetts, by Laura Sperazi, offers detailed guidance (including checklists) on how to assess a company's workplace literacy needs and design a program to meet those needs. Case studies are presented to show how several small businesses in the state have dealt with their literacy problems.

Massachusetts residents can obtain free copies from Katherine Carroll-Day, Department of Employment Training, 19 Staniford Street, 4th Floor, Boston, MA 02114, (617) 727-6480. All others should send \$20 for the evaluation report or \$35 for the guide to Laura Sperazi, Evaluation Research, 1589 Centre Street, Newton Highlands, MA 02161, (617) 527-6081.

General Program & Curriculum Development

16 The ABLE Sampler: A Professional Development Guide for Adult Literacy Practitioners is designed as an introduction to issues and resources in general and workplace literacy for persons engaged in professional leadership development in the field. Available for \$7 plus \$3.25 shipping and handling from the Publications Office, Center on Education and Training for Employment, Ohio State University, 1900 Kenny Road, Columbus, OH 43210, (614) 292-4353 or (800) 848-4815. Quantity discounts are available. Use Order Code SN 66.

17 Getting You a Job is a series of 8-page pamphlets for youths and adults reading at 4th-5th grade level. The pamphlets have comic book-style art and are meant to motivate reading while introducing a range of occupations. Titles currently available are *Auto Mechanic*, *Carpentry*, *Retail Sales Work*, *Hotel & Restaurant*, *Electronics*, *Office Machines*, *Health Services*, *Food Services*, and *Clerical Work*. Each title comes in a package of 100 for \$38. A set containing 100 copies of all nine titles is \$342. Order from Getting You a Job Company, Distribution/Fulfillment Center, North Guilford General/Division of RAM Direct, 516/518 Route 80, Guilford, CT 06437-9935, (203) 855-1300.

18 The LIFE Series (Learning Is For Everyone) is a competency-based basic skills program from South-Western Publishing. It consists of 13 text-workbooks in communications, math, and life skills. Eight make up a "job and personal use" series: *Spelling*; *Reading*; *Grammar and Writing*; *Punctuation*, *Capitalization*, and *Handwriting*; *Listening and Speaking*; *Basic Math*; *Decimals*, *Fractions*, and *Percentages*; and *Calculator Math*. Five others are *Career Planning and Development*; *Problem Solving and Decision Making*; *Self-Esteem and Getting Ahead*; *Money Management*; and *Finding and Holding a Job*. The program aims to facilitate independent learning by providing an-

swers and self-evaluation devices. [Note: The reading level may be too high for low-level readers and some of the skills are taught without a context.] For prices, preview materials, and ordering information contact South-Western Publishing Co., 4770 Duke Drive, Suite 200, Mason, OH 45040, (800) 543-7972.

19 Math Basics, from Kentucky Education Television, is a pre-GED math program for use in learning centers and or students' homes. It includes 15 videocassettes (\$1,980), each of which contains a half-hour program, and a student workbook (\$8.95), which is written on the 4th-5th grade level. The program stresses problem solving and estimation. It intersperses lessons taught by math teachers with segments that show how the math skills are used by real people at work and in their everyday lives. For more information contact Sarah Green, KET Enterprise Division, 2230 Richmond Road, Suite 213, Lexington, KY 40502-1311, (800) 354-9067.

20 A Model Program for Serving LEP Students is intended to help career education and vocational counselors develop effective programs for adults with low-level English skills. It consists of a videocassette and a facilitator's guide. Advice is given on recruiting and assessing limited-English proficient students, providing bilingual and multicultural instruction in vocational courses, extending the program to teach vocational English as a second language, counseling, and job placement. Available for \$49.50 from the Center on Education and Training for Employment, Ohio State University, 1900 Kenny Road, Columbus, OH 43210, (614) 292-4353 or (800) 848-4815. Use Order Code LT 71.

21 The Q Solution System is a line of ABE and ESL learning materials from Curriculum Associates which uses an electronic device, called "The Q Solution," to produce spoken English by scanning bar codes that represent words and sentences. The basic principal is to enable students to advance reading, writing, and oral skills by hearing what they see on the printed page and then completing spoken and written workbook exercises and activities. The series includes vocabulary lists, dictionaries, student workbooks, teachers' guides, and answer keys, all of which are integrated and designed at several different levels of difficulty. Topics currently available are: *Essential Skills at Home*, *Essential Skills in the Community*, *Words for Living*, *Make Words Work*, *More High-Frequency Words*, *On the Job with Health-Care Providers*, and *Quick-Word Handbooks*. For prices and ordering information contact Curriculum Associates, Inc., 5 Esquire Road, North Billerica, MA 01862-2589, (508) 667-8000 or (800) 225-0248.

22 Say the Word! A Guide to Improving Word Recognition Skills (\$9), by Barbara Rosenberg Loss, is a phonics handbook for adults and teens reading at or below the 8th grade level. The book is designed for independent use and made up of one-page lessons that state a general rule in phonics, identify "best-guess" pronunciations of patterns, and give practice words to illustrate principles. The program includes a *Teacher's Manual* (\$7) and *Photocopy Masters* (\$35). Order from New Readers Press, PO Box 888, Syracuse, NY 13210, (800) 448-8878.

23 BLS TutorSystems is a new computer-based math, reading, and grammar program designed by CTB/McGraw-Hill. It is a comprehensive system of

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TOOLS

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ten courses built to move a person from 4th grade to GED competency. It is correlated to the goals of the TABE and CAT standardized tests. Each lesson is self paced and oriented to particular life skills, with the computer instruction reinforced by reproducible worksheets. Mastery Tests are built into every lesson so that students can assess and demonstrate what they have learned. Also included in the system is a management component that permits students' progress to be tracked as they move through the program. All courses are available for Apple and IBM compatible computers, in stand-alone, "lab pack," or network configurations. Prices range from \$100 to \$18,600 depending on how many program elements are purchased and for what computer configuration. For more information contact BLS Inc., Woodmill Corporate Center, 5153 West Woodmill Drive, Suite 18, Wilmington, DE 19808, (800) 545-7766.

[24] Video Tutor is a reading program from Canada for adults at the 2nd-5th grade level. It includes a videocassette containing language-related vignettes, three audiocassettes with direct instruction, a workbook containing practice activities, and a home tutor guide. The program can be incorporated into an adult literacy curriculum or used by students at home for independent instruction. Available (U.S. \$99.95 or in Canada \$129.95) from Onword Learning Systems, Inc., 700 West Pender Street, Suite 306, Vancouver, BC, Canada, V6C 1G8, (604) 684-2440 or (800) 663-8788.

[25] Contemporary Books has published several new programs that may be of use in ABE classes. *Real Numbers: Developing Thinking Skills in Math* is a series of three workbooks—*Whole Numbers and Decimals*; *Fractions and Percents*; and *Tables, Graphs, and Data Interpretation*. The books are written at 3rd-4th grade level and designed to build math thinking and application skills. *Number Sense: Discovering Basic Math Concepts* is made up of 10 student workbooks, four diagnostic tests, an answer key, and a *Teacher's Resource Guide*. The series is written at the 3rd-5th grade level and covers whole numbers, decimals, fractions, ratios, proportions, and percents. *Ready, Set, Study!* is comprised of two workbooks—*Building Study Skills and Improving Study Skills*—intended to help students who read at 4th-6th and 6th-8th grade levels achieve success in an academic setting. For preview copies, prices, and ordering information contact Contemporary Books, Department F90, 180 North Michigan Avenue, Chicago, IL 60601, (312) 782-9181 or (800) 621-1918.

[26] Janson-Pexco publishes a series of board games for adult ESL students that teach English vocabulary needed for daily life and work situations. For example, *The Everyday Game* teaches 229 words about food, clothing, shelter, transportation, sports, and recreation. Other games in the series are *The Housecleaning Game*, *The Fast Food Game*, *The Office Cleaning Game*, *The Restaurant Game*, and *The Hotel Cleaning Game*. The games require the assistance of someone who speaks English and is familiar with the players' native language. Janson-Pexco has also published a series of more complex and specialized Customized Learning Games: *The Diabetic Management Game*, *The Domestic Travel Game*, *The Home Improvement Game*, *The Retirement*

Planning Series, and *The Job Search Game*. The games are \$19.95 each and two games from the same series are \$29.95. Volume discounts are available. Contact Janson-Pexco, 7427 Rebecca Drive, Alexandria, VA 22307, (703) 768-6592.

[27] New Readers Press has issued five new products for adult students. *Reading in the Content Areas* (\$7), by Laura Stark Johnson, consists of six anthologies in three subject areas: literature, social studies, and science. The first anthology in each subject area is for students reading at the 5th-6th grade level; the second, for students at the 7th-8th grade level. Each anthology is accompanied by a *Teacher's Guide* (\$6.50) and a book of *Photocopy Masters* containing student activities (\$29). *Puzzles Plus*, Volumes 1 and 2 (\$3 each), are collections of word and number puzzles for students reading at or above the 3rd grade level. *Help Yourself: How to Take Advantage of Your Learning Styles* (\$7.95), by Gail Murphy Sonbuchner, is a handbook for improving study skills. It begins with a learning inventory to help students identify their own learning styles and then classifies suggestions given in subsequent chapters according to those learning styles. *Timeless Tales* is a series of four books of stories (\$3.50 each)—*Fables*, *Folktales*, *Legends*, and *Myths*—adapted from classical literature and folk tales for adults reading on the 2nd-3rd grade level. The stories are also available on read-along tapes. *The Working Experience* (\$7), by Jeanne Smith and Harry Ringel, includes three activity books and a teacher's manual which provide ESL instruction in oral language, reading, and writing in the context of stories from the world of work. Order from New Readers Press, Box 131, Syracuse, New York 13210, (800) 448-8878.

[28] New Word Digest publishes a number of Bible-related easy-to-read materials for adults. Interested parties should contact New Word Digest, PO Box 6276, Bakersfield, CA 93386-6276, (805) 366-1412, to request a catalog.

Family Literacy

[29] *An Evaluation of California's Families for Literacy Program*, by Ronald Solorzano and Reynaldo Bacca, presents the results of a study of 22 library-based family literacy programs in California. The report describes the populations served and services provided, identifies students' goals and activities, and examines the measures used to evaluate their learning. One finding is that program retention is increased by providing pleasurable activities to parents and children and giving them free books. Available for \$8.50 from Ronald Solorzano, Field Service Representative, Educational Testing Service, 2 North Lake Avenue, Suite 540, Pasadena, CA 91101, (818) 578-1971.

[30] *A Typology of Family and Intergenerational Literacy Programs: Implications for Evaluation*, a monograph by Ruth Nickse, examines four different intergenerational program types: those in which parents and their children interact, those in which adults other than parents interact with children, those that serve adults only, and those that serve children only. The publication describes the features and purposes of each type of program and lays out appropriate evaluation plans for each. Available for \$6.25 from the ERIC Clearinghouse, 1900 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815, ext. 7685.

CORPORATE LITERACY ACTION



Brewing Literacy At Coors

In March 1990, Coors Brewing Company launched a five-year, \$40 million campaign to promote literacy. Called "Literacy. Pass It On," the campaign has to date had several different strands, including direct grant support to Laubach Literacy Action, Literacy Volunteers of America, SER-Jobs for Progress, and the Opportunities Industrialization Centers of America. Last month, Coors announced a new project. In September, as part of National Literacy Month, some 160 Coors distributors will join hands with 2,300 retailers across the country to raise funds for literacy groups located in the various Coors plant communities. A portion of the proceeds on the sale of five Coors products will be donated to literacy. The overall national goal is to raise at least \$200,000. (For more information contact Celia Sheneman, National Program Manager, Coors Brewing Company, 311 Tenth Street, NH420, Golden, CO 80401, 303-277-9784.)

Country Music Groups Promote Literacy

The Country Music Association (CMA) is an international trade association based in Nashville, Tennessee. Its 7,000 business and individual members represent all aspects of the country music business, from performers to booking agents. In 1990, CMA initiated Project Literacy, a national literacy awareness campaign that took the form of radio public service announcements in which popular entertainment figures were featured. In 1991, Country Music Television (CMT), a cable TV channel, joined CMA in Project Literacy, and the awareness campaign was extended to include a series of video PSAs which were shown by CMT on donated air time. (The PSAs were developed in consultation with CONTACT Literacy Center in Nebraska and Cohn Adult Literacy Center, a local literacy group in Nashville.) On May 12, WSM-FM, a Nashville radio station, joined

CMA and CMT in co-sponsorship of a sell-out concert at the Grand Ole Opry to raise funds for Project Literacy. According to CMA, the \$23,000 raised will be used to produce more PSAs, publish a brochure encouraging others to join Project Literacy, put on additional awareness and fundraising concerts, and publish educational resources. In conjunction with the concert, the three organizations also held a drive in which they collected 25,631 books for distribution to local literacy providers. In addition, WSM-FM devotes space in its monthly magazine, *Hot Country Music*, to a column about Project Literacy activities. Singer Paul Overstreet is the national spokesperson for the public service campaign. (Contact Mandy Wilson or Teresa George, Country Music Association, One Music Circle South, Nashville, TN 37203, 615-244-2840.)

General Dynamics Upgrading Worker Skills

The Fort Worth Division of General Dynamics, which builds high performance aircraft, employs some 20,000 people. When it became apparent that many of the employees were unable to successfully complete required training programs because of low reading and math abilities, a labor-management Basic Skills Committee was formed to plan a new program of basic skills instruction. In January 1991 a basic math program was introduced—with General Dynamics, the International Association of Machinists, the Basic Educa-

tion Center of the Fort Worth Independent School District, and (as partial funder) the National Management Association, as partners. The following October the effort was expanded to include reading, ESL, oral and written communications, GED preparation, and an array of job skills courses such as operating a computer and managing statistical process control.

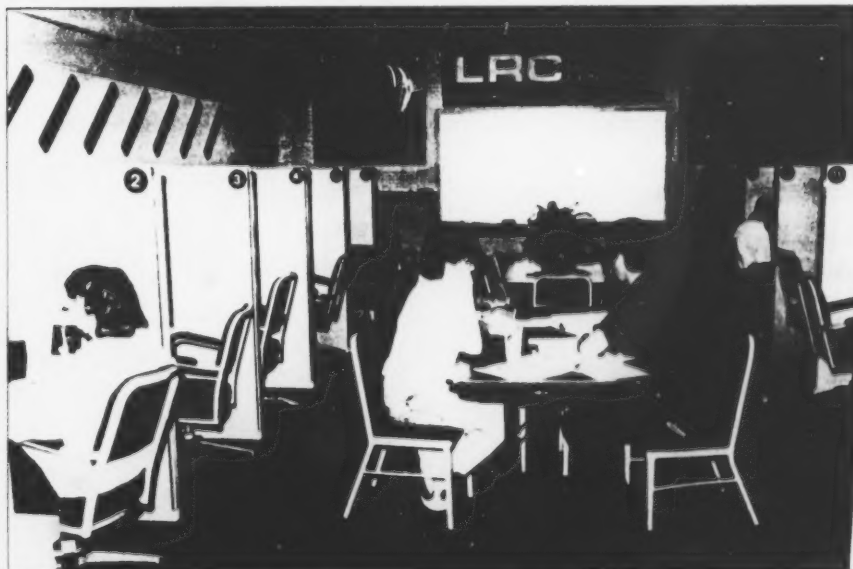
The basic skills courses are offered primarily at a newly-established learning resource center located in a company recreation facility in southwest Fort Worth (although three work-site learning centers do provide some basic skills instruction along with their regular training programs). With the exception of ESL, instruction is computer-based and self paced, using software purchased from the Computer Curriculum Corporation. Teachers from the School District serve as one-on-one tutors and learning facilitators. The courses are open to all employees and their families. Workers are given paid release time to participate in the math courses; otherwise they must come to the recreational facility center on their own time.

Some 679 employees and their family members have been enrolled in one or more strands of the program since it began a year and a half ago. In May, the enrollment was 172. On average, 60 percent of all enrollees have been family members and 40 percent employees. The company and union are presently working to increase employee participation through

more vigorous recruitment, and eventually the full range of basic skills offerings now available at the recreational facility will be provided at the three more accessible job-site learning resource centers. (For more information contact Denise McCormick, Manufacturing Development Training Coordinator, Fort Worth Division, General Dynamics, P.O. Box 748, MZ 6495, Fort Worth, TX 76101, 817-777-5877; or Nancy Wilson-Webb, Program Director, Adult Education Center, 705 South Henderson, Fort Worth, TX 76104, 817-871-3434.)

Project Rural Workplace in Maine

With funding from the U.S. Department of Education, Project Rural Workplace in Maine is providing employee job-related basic skills help to 19 companies located in rural areas of the state. The Project is a partnership among the adult and community education units of four school districts in Oxford and Western Androscoggin Counties. Begun in April 1991 with three companies—**Boise Cascade, Poland Spring Bottling Company, and Bethel Furniture Stock**—the initiative has since expanded to include 16 others: **Andover Wood Products, Norway Footwear, J. A. Thurston, Stephens Memorial Hospital, FCR Association, Maine Machine Products, Gilbert Manufacturing, Main Street Murphy Home, Oxford County Daycare Providers, Rumford Hospital, Rumford Group Home, Oxford County Association for Retarded Children, Sunday River Ski Resort, Market Square Health Center, Neuton and Tebbetts Company, Kendall Dowell, and Wilderness Medical Association.** Project staff help the companies assess their workplace basic skills needs, design the needed job-related instruction, and actually teach in and run the on-site programs. They also are working to promote the program to other businesses in the state. Depending on their needs, businesses can arrange for courses in such subjects as reading, math, oral and written communications, problem solving, and critical thinking at a wide range of levels. The 19 companies involved so far vary not only in the nature of their business but also in their size (from 15 employees to 1,640). Each site develops its own policies on such matters as paid release time for classes and how to recognize employees who complete their programs of study. The costs of the Project are covered in part by in-kind contributions from the participating companies. It is worth



Learning Resource Center At The General Dynamics Fort Worth Recreation Facility

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CORPORATE LITERACY ACTION

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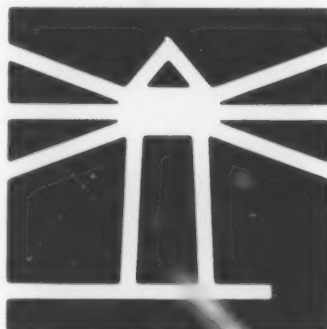
noting that the Project's goals during the grant period were to serve 300 individuals at 12 company sites. So far more than 900 workers have been reached at the 19 participating sites. (For more details contact Barbara Radmore, Coordinator, Project Rural Workplace, 59 Congress Street, Rumford, ME 04276, 207-364-2012.)

Scripps Howard Literacy Grants

Scripps Howard is a conglomerate of newspapers, radio and television stations, cable systems, and other media-related companies located in some 40 communities across the U.S. It has a workforce of more than 10,000 people. Since 1986, through the Scripps Howard Foundation, the company has been encouraging its local operating units and personnel to get involved in literacy and then rewarding their efforts through an unusual grant program. When a unit is actively working with a local nonprofit literacy organization—e.g. by serving on the board, tutoring, or engaged in publicizing the program—that unit can apply for a grant of up to \$10,000 for the literacy group. In 1991, the Foundation awarded over \$105,000 to 15 local literacy providers. Between 1986 and 1991, more than \$620,000 in grants have gone to 55 literacy organizations all over the country.

Also since 1986, the Foundation has been presenting an annual award, *The Charles E. Scripps Foundation Literacy Award*, to newspaper and broadcast organizations for excellence in journalism in the area of literacy. [Note: The award is a component of the Scripps Howard Foundation National Journalism Awards which go back to the 1950s.] The 1992 Literacy Awards went to **The Daily Reflector** in Greenville, North Carolina (Print Division) and **WGHP-TV** in High Point, North Carolina (Broadcast Division). The winning companies received \$2,500 each. In addition, they were asked to designate a literacy organization in their community to receive a \$5,000 grant. So far, Scripps Howard has awarded nearly \$140,000 to literacy groups through the Awards program.

(For more information contact Mary Lou Marusin, Executive Director, Scripps Howard Foundation, 1100 Central Trust Tower, Cincinnati, OH 45202, 513-977-3036.)



Scripps Howard Logo Printed With Permission

7-Eleven: 1992 Grants

Since its "People Who Read Achieve" campaign was launched in 1989, the Capitol Division of 7-Eleven Stores (a company of Southland Corporation) has awarded more than \$400,000 in grants to over 150 local literacy organizations in Maryland, Virginia, West Virginia, and the District of Columbia. Funds are raised each year from a variety of fundraising activities—for example, "coffee-cup promotions" where a percentage of sales is earmarked for literacy, golf tournaments in which both vendors and employees participate, and holiday campaigns in which 7-Eleven's customers contribute a dollar for literacy in exchange for merchandise coupons each time they visit a participating store between Thanksgiving and New Year's Day. 7-Eleven's 1992 awards, ranging from \$500 to \$2,000 (and totaling \$180,500), were made in May to some 130 literacy programs. The organizations were chosen by a "People Who Read Achieve Executive Committee," made up of community leaders. (For more information contact People Who Read Achieve, 7-Eleven Stores, 5300 Shawnee Road, Alexandria, VA 22312, 703-658-8520.)

Merex & Interactive Knowledge Provide Workplace Technical Assistance

The Merex Corporation in Tempe, Arizona, has been designing basic skills courses for semiconductor manufacturers since 1988. The organization's "information processing approach" combines training in basic reading and math skills with learning to learn, critical and creative thinking, and problem solving. It develops job-related curricula tailored to a company's literacy

needs, and then hires, trains, and supervises the instructional staff. In addition, it provides technical writing services, either rewriting job specifications and other materials to make them easier for workers to use, or training company personnel to write more accessible job materials themselves. Merex also offers a "Workplace Interaction Program" to help supervisors, managers, and employees work more effectively together. Its clients include Motorola, Texas Instruments, and Intel. Merex has published a report on the program it designed for Motorola, called *Closing the Skills Gap: Impact of a Workplace Literacy Program*. (For more details or a copy of the free report contact Carlee Cardwell, Merex Corporation, 140 South Ash Avenue, Tempe, AZ 85218, 602-921-7077.)

Interactive Knowledge, Inc., in Charlotte, North Carolina, creates customized courseware to teach job-related basic skills. The company was founded in 1991 by a team of people formerly from Central Piedmont Community College, who were responsible for developing the College's nationally-recognized computer-based adult literacy programs. The company's clients include Apple Computer Corporation (for which it developed a marketing "Toolkit" to introduce the sales force to the adult basic education market and samples of ABE software); a partnership formed by the Sara Lee Corporation and North Carolina State University to improve the basic skills of employees in Sara Lee's Knit Products Division; and the Mecklenburg County, North Carolina, JOBS program. [Note: In addition to custom-designed software, the company has developed three off-the-shelf computer-based products. *The READY Course* is a reading comprehension program for adults reading at the 5th-9th grade levels, and grew out of a project at Central Piedmont. *The New Readers Bookstore* teaches phonics and word attack skills to adults reading below the 4th grade level. *Getting Ready for a Good Job* teaches reading comprehension and critical thinking skills as related to finding and keeping a job—intended for use in JOBS programs. *The READY Course* is available in IBM and Macintosh versions. The other programs can be used only with Macintosh. All use CD-ROM as the storage medium.] (For more details contact Tim Songer, Interactive Knowledge, Inc., PO Box 560865, Charlotte, NC 28256, 704-549-9646.)

WHAT OTHER COMPANIES ARE DOING

GRANTS & IN-KIND HELP

When Project LEARN in Cleveland (OH) moved to new quarters last year, it enlisted the help of **American Greetings** to design a mural for its 100 feet of white wall space. Company artists created a comic strip series of pictures that depict why adults want and need to be able to read. A local commercial sign company enlarged 8" by 8" drawings to 8' by 8' wall outlines. **Glidden Paint Company** donated the supplies needed for students, tutors, staff, and board members, along with local celebrities, to complete the painting. (For more information, contact Nancy Oakley, Project LEARN, 1701 Payne Avenue, Cleveland, OH 44114, 216-621-9483.)

A grant of \$40,000 from **Bell of Pennsylvania** will provide major support for the family literacy programs of the Center for Literacy (CFL) in Philadelphia. The organization also received a \$12,500 award from the **ARCO Foundation** in "recognition of excellence in community development." For CFL's fifth annual fundraising event last October, which netted \$18,000, **Quivera Vineyards**, **Jim Hart Catering**, and **Pepsi Cola** donated the refreshments; representatives of the **Philadelphia Publishers Group**, the **Sun Company**, and Channels **WPVI** and **WCAU** participated in the evening's festivities.

The local **Burger King** in Griffin (GA) donated 20 percent of its cash sales from a designated Sunday afternoon in February to the family literacy program of the Griffin Technical Institute.

Coca-Cola Spiegel and **Toyota** sponsored the first annual conference of the National Center for Family Literacy (NCFL) in Chapel Hill (NC) in April. The MacArthur Foundation made a \$20,000 grant to publish the conference proceedings. Coca-Cola has also donated \$16,000 to enable NCFL to train teams of teachers from selected programs serving the disadvantaged to become family literacy instructors.

Columbia Gas of Ohio, **Commercial Aluminum Cookware**, **CPC International Cray Drugs**, and **Southland Corporation's 7-11 Stores** made financial contributions to Read for Literacy in Toledo (OH) early this year.

Con Edison and **Marine Midland Bank** are underwriting "Learn to Read," the adult literacy series being carried by PBS station WNET in the New York City area. **El Diario/La Prensa**, **Gannett Transit**, and the **New York Amsterdam News** are providing promotional support. Dennis Rivera, president of the Local 1199 Drugs, Hospital and Health Care Employees Union, was the keynote speaker at a September reception to celebrate the highly-acclaimed Kentucky Educational Television series.

Thanks to the generosity of several corporate and private foundation donors, Washtenaw (MI) Literacy recently purchased a new computer system. The **Dayton Hudson-Marshall Fields Foundation**, **Enlighten Malloy Lithographing Co.**, the **Buhr and Jensen Foundations**, and the **Kennedy Fund** contributed more than \$8,500 toward the project.

Exxon Corporation has awarded a \$25,000 grant to Laubach Literacy Action to assist in the development of its new ESL tutor training materials. Together with the **Melville Corporation**, Exxon also underwrote a five-day institute held in April at the Bronx Educational Services Training Center for Literacy Teachers. The training session, the fifth in a series focused on nontraditional group instruction, brought together 23 literacy practitioners from 12 states.

Finnaren & Haley in Ardmore (PA) recently made free paint available to all of the adult literacy/GED sites of the Mayor's Commission on Literacy in Philadelphia.

The **Gaylord (MI) Rotary** donated the \$13,000 proceeds from its September radio auction to the Literacy Project of the Otsego County Retired Senior Volunteer Program.

General Motors and **United Auto Workers** helped underwrite the Adult Learners' Leadership Academy held in Lansing (MI) last year. It was attended by 130 new readers and 45 practitioners from around the state.

The **Hearst Foundation** recently provided general support funding to Literacy South, a regional technical assistance organization in Durham, North Carolina. The Mary Reynolds Babcock Foundation is funding a two-year project in which Literacy South is developing new training sessions focused on critical perspective and community advocacy, and the **UPS Foundation** has made a three-year grant for the development of teacher networks and model sites for learner-centered literacy programs.

The **Hitachi Foundation** made a grant of \$30,000 in March to the Student Coalition for Action in Literacy Education (SCALE) to help support its capacity-building and strategic planning activities.

Lauriat's, New England's oldest and largest bookseller, sponsored an auction on March 30 to benefit the Boston Adult Literacy Fund. An autographed book by Maya Angelou and a jog with the Mayor of Boston numbered among the items that were sold to the highest bidder. **Skinner Auctioneers** and **Uncommon Boston** were also corporate contributors. Based on this year's success—proceeds of over \$15,000—the "Auction for Literacy" is slated to become an annual event.

Mobile Microfilming, the **Baltimore Sun**, **Baughers Restaurant**, **Carroll Board of Realtors**, **Carroll County Times**, **County Wide News**, **Hanover Evening Sun**, **Hoffman's Ice Cream**, **Leggett's McDonald's**, **TCBY**, and **Westminster Answering Service** contributed financial and in-kind support during 1991 to the Literacy Council of Carroll County in Maryland.

Otto Engineering, **Eli's Chicago's Finest Cheesecake**, **Imperial Corporate Training & Development**, **Little Lady Foods**, **McCormick & Company**, **RJR Nabisco**, and **William Dudek Manufacturing** were among the co-sponsors of the 1992 Illinois Work Force Education Conference held in May.

Rocklyn Printers, **Allstate**, **MONEY Foundation-Syracuse**, the **Rotary Club of (South) Amherst**, **Southern Tier Pizza Hut**, and **Westwood Squibb Pharmaceuticals** provided annual operating support to LVA-New York State during its 1991 program year. Contributions from another 25 companies—including **Apple Computer** and software producers **Broderbund**, **Davidson**, **Fifth Generation**, **Humanities**, **MicroSoft**, **Proficiency**, and **Teacher Support**—enabled the state-level LVA affiliate to further expand its literacy and technology project.

Sheraton Hotels, **American Hawaii Cruises**, **Continental Airlines**, and the **Honolulu Club** donated "getaways" and other items for "The Great Escape," Hawaii Literacy's annual book and trip auction. The event netted some \$20,000 for the organization.

Virginia Natural Gas presented its "Award for Excellence in Community Service" and a \$10,000 check to the Peninsula Literacy Council, which will use the monies to further its work in family literacy in the city of Hampton. **Market Strategies**, **Philip Morris, USA**, and **Worth Higgins & Associates**

are helping to support the Virginia Literacy Coalition in Richmond with donations of graphic design and public relations services, postage, and the printing of brochures.

The first Corporate Spelling Bee hosted by Literacy Services of Wisconsin, in which 18 corporate teams participated, raised \$23,000 for the organization. The **Wisconsin Power Electric Company** correctly spelled "deliquescent" and "caluliform" to edge out the three runner-ups: **Michael, Best & Friedrich**, the **Kemper Securities Group** (Blunt, Ellis & Loewe Division), and **United Health, Inc.**

PLANNING, AWARENESS, & RESEARCH

The **Alabama Journal** and **Montgomery Advertiser** were corporate sponsors of Alabama's Fourth Annual Literacy Conference in April, which had as its theme "Literacy=Jobs=Economic Growth." Last October, **South Central Bell**, **Alabama Power Company**, the **Russell Corporation**, the Alabama State Bar, and the Alabama Literacy Coalition sponsored a one-day conference, "Literacy: a Call to Action: What You Can Do." Concurrent sessions were designed to address the needs and roles of the various sectors represented—business, education, the legal profession, churches, print and broadcast media, libraries, and civic and health care organizations.

In April, teams from **Baystate West**, **Sonitrol**, and the **Village Commons** participated in the first 9.2 mile "walkathon" to benefit the Literacy Volunteer Network of the Greater Springfield (MA) area. The Corporation for Public Management—a private nonprofit group which manages grants and program planning for workplace education and training projects—sponsored the event, and the **Pioneer Valley Business Digest**, **WMAF-FM Radio**, and **WWLP-TV22** ran related promotional and literacy awareness campaigns.

Blue Cross/Blue Shield, **Kansas City Power & Light**, **Missouri Press Association**, **Southwestern Bell Telephone**, and **Xerox** sponsored LIFT-Missouri's third annual conference last year, titled "What's Working in Adult Literacy." **Baldwin Creative Services** and **AT&T** designed and printed the event's promotional brochure. **Olin Brass Fineweld Tube**, **Citicorp Mortgage**, **General Dynamics**, **Great Southern Travel Service**, **Hallmark Cards**, **IBM Education Systems**, **KPMG Peat Marwick**, and **Shelter Insurance** were represented on LIFT's 1991 Board of Directors.

Digital Equipment, **IBM**, and **Sikorsky Aircraft** were among the participating companies in a "Workplace Literacy Seminar" sponsored by United Way of America in San Antonio (TX) in January. Thirteen teams—each comprised of a business representative, a United Way professional, and a literacy provider—and an AFL-CIO representative came from across the country to take part in the session.

EMPLOYEE BASIC SKILLS PROGRAMS

Barnes Hospital, **Chrysler**, and **Emerson Electric** are operating skills upgrading programs for their employees. Company representatives discussed the development of the programs at a pilot workshop for workplace literacy providers in the St. Louis area in December. The event was sponsored by the **Monsanto Fund** and LIFT-Missouri.

Morrill Motors of Fort Wayne (IN), in cooperation with the Three Rivers Literacy Alliance (3RLA), recently implemented a voluntary workplace literacy program. **Parkview Hospital** joined forces with 3RLA last fall to develop a worksite, one-on-one tutoring program. Parkview employee volunteer tutors were recruited and trained by 3RLA, and then matched with a Parkview adult learner (also recruited by 3RLA). Employees in both programs participate on a released-time basis.

AVAILABLE FROM BCEL

• The **BCEL BRIEF** contains bibliographic, curricular, and program referral information on specific topics in general or workforce/workplace literacy (\$5 each).

- #1-Selected References in Workforce & Workplace Literacy
- #2-National Technical Assistance Groups
- #3-The Hotel & Food Service Industries
- #4-The Health Care Industry
- #5-The Commercial Driver's License Test
- #6-Small Businesses
- #7-Computers & Literacy: Guides & Curricula

• **Workforce/Workplace Literacy Packet** includes a variety of materials that will be helpful to those beginning to investigate the development of workplace programs. It includes a selection of BCEL Newsletters, a collection of newspaper and magazine articles, Briefs #1 and #2, and other items. (\$20.00)

• BCEL's **National Directory of Key State Literacy Contacts** (1992-93) is an aid for the business and literacy communities. (\$25.00)

• In the U.S. and Canada, a subscription to the **BCEL Newsletter** is free; back issues are available at no cost for one copy and at \$1.00 a copy thereafter. Foreign subscriptions are U.S. \$25 annually, prepaid; back issues for subscribers are U.S. \$1.50 a copy, for nonsubscribers, U.S. \$2.50. *Articles may be reproduced in their entirety or quoted without permission but with attribution to BCEL; a copy of the publication in which the material appears should be provided to BCEL.*

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide for Literacy Programs** is a 54-page resource designed primarily for local literacy programs. (\$20.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers and others wishing to develop job-linked literacy programs in the workplace. (\$20.00)

• **INDEX TO BCEL NEWSLETTERS** is a 20-page organization, title, and name index covering Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. (\$5.00) [Note: A Supplement covering Issues 21-30 will be published later this year.]

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.25 a copy thereafter.

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$10.00)

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (two volumes, one by David Harman, the other by Donald McCune and Judith Alamprese, 1985), assesses short-and long-term needs in adult literacy and recommends action for the public and private sectors (\$15.00 per volume or \$25.00 the set).

• **PIONEERS & NEW FRONTIERS** (by Dianne Kangisser, 1985) considers the role, potential, and limits of volunteers in combating adult illiteracy (\$10.00).

NOTES ON ORDERING: Where a charge is involved orders must be paid in U.S. dollars, requested in writing, and accompanied by a prepayment check made out to BCEL. Sales tax need not be added as BCEL is a nonprofit organization. Mailing is by the least expensive method.

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Language & Communication Associates

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Inst. For Workplace Learning
American Society for Training & Development

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Professor Emerita
Graduate School of Education
Harvard University

Helen Crouch
President
Literacy Volunteers of America

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Director
National Center for Family Literacy

Evelyn Ganzglass
Director, Employment & Social Services Policy Studies
National Governors' Assn

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Business Council for Effective Literacy

1221 Avenue of the Americas — 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BEYOND THE SCHOOL DOORS

From November 1989 to June 1990, under contract to the U.S. Department of Labor, the Educational Testing Service conducted an individually-administered assessment of a representative sampling of some 6,000 adults to determine the literacy skills of the 20,037,087 persons being served at that time by the Job Training Partnership Act (JTPA) and Employment Service/Unemployment Insurance (ES/UI) programs. [Ed. Note: This survey should not be confused with ETS' National Adult Literacy Survey (NALS) which is presently assessing the literacy levels of the whole adult population and which is a project of the U.S. Department of Education.] Last month, ETS' findings were released in a 120-page public report called *Beyond the School Doors: The Literacy Needs of Job Seekers Served by the U.S. Department of Labor*.

Based on the national sample, the survey's major overall finding is that these two DOL population groups, which constitute a significant proportion of America's job seekers, are deficient in their literacy skills to an alarming, indeed shocking, degree: the literacy skills of 7.5 million to 8.7 million individuals (of the 20 million plus) are at the lowest proficiency levels (see table on page 7). At these levels, they are severely restricted from participating in the workplace, qualifying for jobs, or functioning in an increasingly complex society in general. For these people, and to some extent for those at mid-range (another 7 million people), the bottom-line message is clear: *there is a critical need for the nation to invest in human capital development way beyond anything currently envisioned*. In other words, there is a hot connection between the nation's future economic viability and the literacy levels of the majority of people served by these two DOL programs.

The meat of the ETS assessment story is in its general and specific findings. But ETS has broken new ground in other highly substantial ways as well. For example, its approach to measuring and defining adult literacy is based on a new scaling system specifically designed to capture and reflect the realities of everyday adult life and work. This represents a much-needed departure from the use of grade-level equivalency notions and thus challenges traditional thinking about adult education and schooling. More to the point, the way ETS measures and characterizes adult proficiency levels, as explained below, provides a far more informed and meaningful basis for making judgments about how best to target, design, and fund programs for them. Policymakers and program providers alike should benefit from this new understanding. Equally important, for the first time the



THE PROMISE OF JOBS

The JOBS program was created under a major provision of the Family Support Act of 1988. It is one of the most complex human service systems that government has ever tried to implement in the United States. Its basic purpose is to help welfare recipients (approximately 5 million adults under Aid To Families with Dependent Children) move off welfare into self-sufficiency—through education, training, and employment. Because so many persons (parents) in the AFDC program have very limited basic skills, the JOBS program, with its central education and basic skills requirements, should be pursued by every means available.

The states have primary responsibility for implementing JOBS. Although the program has been fully operational for only about two years, they have made a commendable, even impressive, beginning. But they are working against disincentives and obstacles of all kinds—with federal policy itself the unintended source of many of the problems. If the problems are not remedied, the JOBS program, which holds such high promise, is likely to fail before it has been given a chance to succeed.

The JOBS basic education program is alive with people trying hard to succeed—administrators trying to make the program work and welfare recipients trying to find their way out of poverty. But these people are struggling to accomplish these goals within the confines of federal laws, rules, and regulations, and state and local realities, over which they have limited or no control. How much success they can achieve depends to a very great extent on the quality of the tools and guidance provided by government at every level.

These are some of the broad conclusions reached in *The Promise Of JOBS*, a new national research report just released by the Southport Institute for Policy Analysis (SIPA). Highlights of the report are summarized and discussed in the following sections of this article.

(Cont'd on p. 8)

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EDITORIAL

by **Harold W. McGraw, Jr.**
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

It is exciting indeed that the nation is beginning to develop a more substantial understanding of the scope and nature of adult illiteracy. The Southport Institute's *Missing Link* report about the workplace needs of small businesses, covered in our July issue, is just one recent major example of this. And now two new reports, one from the Educational Testing Service and the other from the Southport Institute, take us another giant step forward. After you've read our feature articles about them, I hope you will obtain and study the full reports.

Exciting as these advances are, however, they make much more evident just how daunting a challenge the nation faces. ETS gives us for the first time solid information about the proficiency of two groups facing major barriers to employment, those served by the JTPA and Employment/Unemployment Service programs—more than 20 million adults. It is sobering to see that the percentage of these adults with inadequate basic skills is even higher than many of us have really understood. It is also disturbing to see once again that minorities and young adults are disproportionately represented at the lowest levels.

In presenting the facts about basic education for welfare recipients under JOBS, the Southport Institute's report is equally sobering. If there were ever any doubts about the central and vitally important role of basic education in moving welfare people into jobs and off long-term welfare dependency—this report should go a long way toward putting them to rest. It should also sound the alarm on the need for the federal and state governments to make major mid-course corrections in the JOBS program, through changes in both policy and practice.

All of us should be greatly encouraged that we are moving beyond surface generalities in our understanding. But as we learn more about the specifics of illiteracy in its various aspects, the big question is whether the national commitment to addressing the problems will remain firm and grow even stronger as the situation requires. Many literacy leaders see a real danger that in the present economic climate there may be a retreat from this commitment, particularly at the federal level where leadership is most essential. For the good of the nation we can't let that happen. We all need to strengthen our resolve to stay the course no matter how tough the going.

NEWS IN BRIEF

Names Of Nine National Institute Board Candidates Submitted To Senate

On July 24th, President Bush sent to the Senate the names of nine candidates for the Board of the National Institute for Literacy. The candidates are presently awaiting Senate confirmation, which is expected shortly. They are: **John Corcoran** (founder and CEO of The Brehon Company), **Jinx Crouch** (President of Literacy Volunteers of America), **Sharon Darling** (President of the National Center for Family Literacy), **Jon Deveau** (Executive Director of Bronx Educational Services), **Governor Jim Edgar** (Illinois), **Badi Foster** (Vice President of Targeted Selection & Development for Aetna Life and Casualty Corporation and former President of the Aetna Institute for Corporate Education), **Ronald Gillum** (State Director of Adult Extended Learning Services, Michigan Department of Education), **Benita Somerfield** (President, Simon & Schuster Workplace Resources & Executive Director of the Barbara Bush Foundation for Family Literacy), and **Susan Vogel** (Chair and Professor, Department of Educational Psychology, Counseling, and Special Education, Northern Illinois University). The President's tenth and final Board candidate should be known soon.

Fathers In Family Literacy

In February 1991, Northampton Community College in Bethlehem, Pennsylvania, conducted a 15-week pilot family literacy program for fathers at Northampton County Prison. This unusual program, called "Where Are the Fathers in Family Literacy" and funded by the Pennsylvania Department of Education, aimed to help the prisoners develop as positive male role models for their children and overcome stereotypes about gender roles in the family—by introducing them to parenting skills; exploring interesting activities that would involve their children (based in part on a better understanding of their family roots); engaging them in reading, writing, and oral communications activities, and the like. Sixteen inmates took part in the pilot effort, 10 of them Hispanic. They ranged in age from 21 to 36. Their average grade completion level was 10.2 though they read at an average grade-equivalency level of



Students And Teacher In Northampton County Prison Family Literacy Project For Fathers (Photograph By Tim Gilman)

5.6. Although the program had many positive results, including increased self-esteem, it also encountered several problems. For example, intergenerational materials had to be sent home to the children because visitation was not allowed. This lack of direct contact between the fathers and their children proved to be the major impediment. Moreover, some mistakes were also made in the curriculum—such as stressing cooking for/with the children of the Hispanic inmates.

Based on lessons learned from its pilot project, last month Northampton Community College began a second program, with funding again given by the state. This new and expanded effort, now called "When the Bonds Are Broken: Family Literacy for Incarcerated Fathers and Their Children," will run to June 1993 and serve some 48 fathers. It includes biweekly visits by the participants' children, during which the group either engages in structured activities planned in prior classes or comes together on an informal basis. A fuller array of ESL and basic skills courses are being taught. A newly-designed parenting curriculum is also being offered, including such topics as child development and discipline, values and attitudes, sexuality, and addictive behaviors. The program's reach is being extended even more by a tutoring component for the children and with follow-up family counseling after the inmate participants are released from prison. (Contact Twila Evans, Coordinator, Educational Services, Northampton County Prison, 630 Biery's Bridge Road, Bethlehem, PA 18017, 215-691-2512; or Manuel Gonzalez, Northampton Community College, 3835 Green Pond Rd., Bethlehem, PA 18017, 215-861-5427.)

TEAMS For Small & Mid-Sized Business

Through a new program, called Technical and Education Assistance for Mid- and Small-Sized Firms (TEAMS), the U.S. Department of Labor has begun working with the Department of Commerce, the Small Business Administration (SBA), and other federal agencies and national organizations to help businesses with under 500 employees prepare workers for the changing workplace. Partnerships are being formed with business, education, and literacy groups that reach large numbers of small and mid-sized businesses. The nature of the assistance given, products developed, and processes by which businesses and providers can make use of the assistance will vary for each partnership. A number of collaborative projects are already underway. For instance, TEAMS is working with the Technology Manufacturing Centers of the National Institute for Standards to help businesses assess their workplace literacy needs in relation to the acquisition of new technology. In another TEAMS partnership, the SBA's 600 Small Business Development Centers are offering human resource development services in addition to the business and financial services they provide. On still another front, TEAMS has joined forces with the National Association of Manufacturers. The partners held a series of focus group discussions to assess workplace attitudes, and the insights gained are being used to develop workshops on how to create a high performance workforce. (For more details contact David Morman, TEAMS Project Director, U.S. Department of Labor, 200 Constitution Avenue NW, Room N4649, Washington, DC 20212, 202-535-0548.)

The LINC Project Of WOW

Wider Opportunities for Women (WOW) has undertaken a major technical assistance project to help providers integrate the teaching of adult literacy and employment skills or add intergenerational components to their programs. The project, Literacy in Context (LINC), is funded by grants from the **Coors Foundation for Family Literacy**, **Levi Strauss Foundation**, **American Express Foundation**, **AT&T**, and the **ARCO Foundation**. For the project, WOW designed a one-day workshop and put together a "Tool Kit" of materials to be given to participants. The Kit contains an assortment of useful resources such as reproducible learning activities, program development and fundraising tips, fact

sheets, and five books: *Functional Context Education: A Primer for Program Providers* (Tom Sticht and Alden Lancaster), *A Road Map to Funding: Finding the Resources for Teaching Literacy in Context* (Cynthia Marano), *An Introduction to Intergenerational Literacy* (Alden Lancaster), *Combining Literacy and Employment Training for Women: Steps for Starting a Program* (Judy Beck), and *Making the Nation Smarter: The Intergenerational Transfer of Cognitive Ability* (Tom Sticht and Barbara McDonald).

So far, WOW has held the workshop in two locations—El Paso, Texas, and Seattle, Washington—and there are plans to conduct two more in 1993 in other locales. WOW will be awarding grants and technical assistance to some of the organizations participating in the workshops for projects that relate to the LINC goals. In fact, grants have already gone to Mi Casa (a community-based organization in Denver) and Texas Adult Literacy Laubach, for projects that will draw employment and family literacy concerns into the groups' existing services. Eventually, WOW plans to expand its reach by providing training and materials to regional leaders of its Women's Workforce Network and other interested parties, and by disseminating project materials and findings to the literacy and women's employment communities. Funding help is needed to carry out LINC's outreach phase. (For more information about LINC and its upcoming workshops, to order the five Tool Kit books, or to explore funding support for the program, contact Alden Lancaster, Consulting Director, LINC Project, Wider Opportunities for Women, 1325 G Street-Lower Level, Washington, DC 20005, 202-638-3143.)

Major New Hewlett Projects

In July, the Hewlett Foundation announced two new grants totaling \$600,000. The **National Governors' Association** received a two-year grant of \$150,000 to continue and strengthen its State Literacy Exchange network—an effort to provide technical assistance to states that will help them develop and more effectively integrate local and state literacy instructional programs. A three-year grant of \$450,000 will provide partial support for the new **San Diego Consortium for Workforce Education and Lifelong Learning** (CWELL). The bold and far-reaching effort will design and offer a new graduate degree program to prepare

a cadre of functional context learning professionals to meet the education and training needs of underprepared youth and adults in a range of settings throughout the state. The initiative, which is based on a plan developed by the three CWELL members—San Diego State University, the San Diego Community College District, and Applied Behavioral and Cognitive Sciences, Inc.—also includes a new Action Research Center (ARC) which will conduct research on the skills needs of the San Diego workforce and on methods for reaching and teaching them effectively. CWELL stems from recommendations made in 1990 by the California Workforce Literacy Task Force to the state legislature and it is expected to be a model worthy of state-wide and national replication. (For more information about the NGA project, contact Evelyn Ganzglass, Director of Employment & Social Services Policy Studies, NGA, 444 North Capitol Street, Washington, DC 20001, 202-624-5394. For more information about the CWELL initiative contact Tom Sticht, President, Applied Behavioral & Cognitive Sciences, Inc., 2062 Valley View Blvd. El Cajon, CA 92019-2059, 619-444-9595.)

Australian Literacy Coalition Formed

A new national adult literacy membership organization has been established in Australia—the Adult Literacy and Basic Skills Action Coalition (ALBSAC). ALBSAC will serve as a communications link among local, state, and national government agencies; literacy provider groups; business and labor; and community service organizations. It will also develop and publish resource material and act as advocate for the field. During its formative stage, ALBSAC is being guided by an interim steering committee of interested individuals from the various sectors. In its first year of operation, the major focus will be on raising funds through individual donations and private and public sector grants, building a membership base, and publishing a quarterly newsletter and other materials. In the longer term, it intends to influence the direction of literacy through advocacy activities, resource development, professional development services, and related programs. The new group has already begun to create a database of individuals and organizations that provide adult literacy services throughout the country. Its emergence is part of a wider range of recent Australian efforts to advance adult lit-

eracy. For example, late last year Prime Minister Dawkins established a new Australian Language and Literacy Council with a broad mandate to investigate and advise on national literacy policy. And in 1991/92 the Literacy and ESL Section of the Department of Employment, Education, and Training will spend \$1.5 million in new grant funds for projects in research and curriculum and professional development. According to ALBSAC, a major adult literacy television learning series is also being considered. (For more details contact ALBSAC, PO Box 932, Leichhardt, NSW 2040, Australia.)

Work Group On Cancer & Literacy Set Up

The National Cancer Institute and the AMC Cancer Research Center (a research facility specializing in cancer prevention and control) have set up a National Work Group on Cancer and Literacy. The group has 22 members representing cancer communications, cancer control research, literacy, media, international health communications, and health education. It seeks to identify effective strategies for communicating cancer information to people with low literacy levels, and among other things will serve as a center through which health and literacy professionals can exchange information and ideas. Since its first meeting in May, the Work Group has developed a detailed agenda for action and community involvement. (For more information contact Wendy Mettger, Low Literacy Program Coordinator, Office of Cancer Communications, National Cancer Institute, Building 31, Room 4B43, Bethesda, MD 20892, 301-496-6792.)

Reorganization At Department Of Labor

Last April, the U.S. Department of Labor merged the Workplace Literacy Unit and the Adult and Family Research Demonstration Unit into the Adult, Family, and Workplace Literacy Unit, headed by Gus Morrison. The new unit has already awarded two rounds of grants related to the Job Training 2000 initiative. In May, incentive grants of \$10,000 to \$50,000 each were given to the states to promote capacity building and to implement the objectives of the initiative. In late August, \$2 million in grants of \$200,000 each were given to 10 states for 15-month demonstration projects to promote coordination among the agencies involved. (For more information contact Libby Queen,

(Cont'd on p. 4)

NEWS IN BRIEF

(Cont'd from p. 3)

Adult, Family, and Workplace Literacy Unit, U.S. Department of Labor, 200 Constitution Avenue NW, Room N5637, Washington, DC 20210, 202-535-0677.)

Drawing The Judicial System In

The American Bar Association's Committee on Law and Literacy and the Arizona Department of Education are planning a National Judicial Policy Development Academy on Literacy for the spring of 1993. They intend to invite teams from 10 states to participate. Each team will include (but not be limited to) a representative from the governor's office, state supreme court, state department of education, state or major municipal probation department, and state bar association. The teams will work together to develop plans for increasing court involvement in adult literacy, primarily through contributing to the development of effective literacy programs for probationers. (Contact Dick Lynch, Special Projects Office, American Bar Association, 1800 M Street NW, Washington, DC 20036, 202-331-2287.)

ASTD Studies Models For Introducing Technology Into The Workplace

The Institute for Workplace Learning of the American Society for Training and Development has received a \$225,000 grant from the Joyce Foundation for a two-year study on the impact of technology at work. The study will explore current training practices for facilitating the implementation of new technology in the workplace and identify and disseminate information about the most effective methods. (For more information contact Alice Grindstaff, Director of Research, American Society for Training and Development, 1640 King Street, Box 1443, Alexandria, VA 22313-2043, 703-683-8158.)

Reaching The Elderly In Florida

With a one-year \$40,000 grant from the Florida Department of Education, the Florida Council on Aging, a statewide membership organization, recently undertook a project to increase access to literacy programs for Florida's large population of functionally illiterate older adults. In one strand of the effort, the Council collected information about current practices among Florida's literacy providers through surveys, focus groups, and site visits, and

then used the findings to prepare a resource handbook for literacy practitioners. In a second strand, the Council produced PSAs and other promotional materials for Florida literacy programs to use in reaching older adults who could benefit from their services. (For more information contact Menza Mitchell, Literacy Project Director, Florida Council on Aging, 1018 Thomasville Road, Box C-2, Tallahassee, FL 32303, 904-222-8877.)

Technologies For Literacy Center Planned In New York City

In December 1990, the United Way of New York City formed a task force made up of area literacy practitioners and planners to explore appropriate uses for technology in adult literacy programs. With the help of the Center for Children and Technology at Bank Street College, the task force surveyed local literacy providers about their uses of technology. The survey revealed that the providers' most pressing need was technology training for staff members. As a result, the task force has now formulated a plan for creating a Technologies for Literacy Center that will provide technical assistance and support for literacy practitioners throughout the City and also be a facility for research and product development. The Center will be developed in partnership with Playing to Win, Inc. (an organization that provides access to computers and other technologies to the disadvantaged) and the New York City Literacy Assistance Center, a central coordinating body that provides staff and program development services to literacy provider groups. Playing to Win and the Literacy Assistance Center will serve as sites for the Center. The United Way will partially fund the project and is currently seeking additional funds from businesses and foundations. Anyone wanting to support the initiative or interested in additional information should contact Bret Halverson, United Way of New York City, 99 Park Avenue, New York, NY 10016-1503, 212-973-3923.

IRA Revises Adult Literacy Resolution

In 1988, the International Reading Association (IRA) adopted a resolution on standards for adult literacy volunteer tutors. Since then, the organization has worked toward the goals set forth in the resolution in a number of ways, including publishing books and journal articles, sponsoring conferences, and encouraging activities by IRA

affiliates. [See BCEL Newsletter, January 1992, News In Brief, page 4.] This year the organization took another step toward its goal when the IRA Professional Standards and Ethics Committee developed new "Standards for Reading Professionals," which for the first time includes the category "Adult Educator." Moreover, at its annual convention last May, IRA passed a revised resolution which includes the following sentence: *Resolved that the International Reading Association, through its professional meetings, conference programs, and publications, and through collaboration with concerned organizations with national constituencies, will develop and promote standards for volunteer tutoring programs and the training of volunteer tutors.* (For more information or a free copy of the resolution, contact Wendy Russ, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, 302-731-1600, ext. 214.)

Indiana Study Identifies Essential Skills

As part of a three-year initiative to define the use of reading, math, communication, and other skills in the workplace, a Workforce Literacy Task Force formed by the North Central Indiana Private Industry Council undertook a one-year study to determine the minimum basic skills required of entry-level workers in the region. The Task Force, made up of employers, union leaders, government officials, and educators, worked with the Center for Remediation and Design, which surveyed over 1,000 businesses and held focus groups to identify priority skills areas. The findings are contained in a recently-issued report titled *Toward A New Definition of Employability*. The report categorizes the skills identified according to the five competency areas identified in the SCANS report (see article on page 11 of this Newsletter) plus an additional area: *learning to learn*. (For more information or a free copy of the report, contact Ricki Kozumplik, President, Career Resources, 36 West Fifth Street, Suite 102-B, PO Box 47, Peru, IN 46970, 317-473-5571.)

National Student Recognition Event Held

On June 18th, 49 adult literacy students—representing new readers from all parts of the U.S.—were honored at a graduation ceremony in Washington, D.C. The event was sponsored by Laubach Literacy Action, Literacy Volunteers of America, Opportunities Industrialization Centers of

America, SER-Jobs for Progress, and the Coors Brewing Company. Some 230 opinion leaders, including 30 members of the House and Senate, attended the ceremony at the Dirksen Senate Office Building. (For more details contact Celia Sheneman, National Program Manager/Literacy, Coors Brewing Company, 311 Tenth Street-NH 420, Golden, CO 80401, 303-277-2784.)



New Reader Graduates Sonya Davis, Paul Torres, & Lynn Mahaffey Congratulate Each Other At National Adult Literacy Graduation Ceremony

New Grant Program in Kansas Launched

The Kansas state legislature has appropriated \$280,000 for grants by the Kansas Alliance for Literacy in its "Kansas Volunteers for Literacy" program. The grants are intended to develop new grassroots literacy programs and enhance those already in operation throughout the state, with a particular emphasis on programs in rural communities. The deadline for the first round of proposals was September 12; the awards, totaling \$80,000, will be announced on October 15. The remaining \$200,000 will be given in a second round of grants next January, for which the proposal deadline is December 10. (For more details contact Vikki Stewart, Literacy Program Director, Kansas State Library, PO Box 87, Andover, KS 67002-0087, 316-733-9774.)

American College Testing To Develop Test To Measure The Workplace Readiness Of Youth

The U.S. Department of Labor, in conjunction with the Department of Education and the Office of Personnel Management, has awarded American College Testing (ACT) an 18-month \$1.4 million contract to "develop specifications and test items for use in a national assessment to determine what American young adults know and can do in each of the five SCANS competencies." [See the article about

SCANS on p. 11 of this Newsletter.] The goal is to determine how well America's young people are prepared for the workforce. The project began in July and involves the Council of Chief State School Officers; business, labor, education, and government leaders; and a team of technical experts. Their task is to develop a broad consensus "on how to further define and assess" the SCANS competencies. ACT will then develop exercises to measure the skills effectively and efficiently. The approach taken will correspond to that used in the National Assessment of Educational Progress, using sampling techniques developed by NAEP to produce data on skills at the national, regional, and state levels. (Data on individual students, schools, or school districts will not be reported.) Assuming the project proceeds on schedule, the new assessment tool should be ready for use by the end of 1993 or early 1994. Once the test is ready it will be administered by the Departments of Education and Labor on a periodic basis. (For more information, contact Robert Korte, Director, SCANS Project, American College Testing, Inc., PO Box 168, Iowa City, IA 52243, 319-337-1085.)

Other News

- On November 22nd, ABC will televise its third National Literacy Honors event. The affair will take place at the White House with President and Mrs. Bush serving as hosts and with several entertainment and celebrity figures appearing.
- According to the August 1992 *NonProfit Times*, corporations accounted for only 4.9 percent of the total charitable giving in 1991 while individuals accounted for 82.7 percent.
- On August 31-September 1, the U.S. Department of Education held day-long meetings with state officials who have responsibility for developing the state resource center proposals that will be funded by the Department under a provision of the National Literacy Act of 1991. The centers will be the state-level equivalents of the National Institute for Literacy.
- In June, the U.S. Department of Labor awarded almost \$8 million in McKinney grants to 20 nonprofit, public sector agencies for demonstration projects that link job training with support services, such as housing, transportation, and child care. The projects will serve the homeless, the mentally ill, substance abusers, families

with children, single men and women, youths, and Native Americans.

- The Georgia Department of Technical and Adult Education has provided funding for the next 12 months to Literacy Volunteers of America's Southeast Regional Office so that the LVA affiliate can give training in management, ESL, and basic reading to volunteer organizations at various locations throughout the state.

Conferences, Seminars & Workshops

- The American Association of Adult and Continuing Education will hold its annual adult education conference in Anaheim, California, from November 4-7. The conference theme will be *Achieving Competence in an Uncertain World*. For details contact AAACE, 2101 Wilson Boulevard, Suite 925, Arlington, VA 22201, 703-522-2234.
- The annual conference of Literacy Volunteers of America will be held in Denver, Colorado from November 5-7. Among the dozens of workshops scheduled are a *National Issues Forum*, *Alternatives to Traditional ESL Teaching*, *Incorporating Technology Into Management*, and *Building Partnerships for Family Literacy*. For details contact LVA, 5795 Widewaters Parkway, Syracuse, NY 13214-1846, 315-445-8000.
- The Association for Community Based Education (ACBE) will hold its annual conference, *Toward a Common Ground: Celebrating Cultural Diversity*, from November 12-14 in Washington, D.C. For information contact ACBE at 1850 Florida Avenue NW, Washington, DC 20009, 202-462-6333.
- Performance Plus Learning Consultants is giving four seminars on *Strategies for Developing Curriculum and Assessment Tools for Workplace Literacy*. The first will be held November 19-22 in Marco Island, Florida. The other three seminars are planned for 1993. For more information contact Carol Morreale, Performance Plus Learning Consultants, 7869 Godolphin Drive, Springfield, VA 22153, 915-564-3540.

CORRECTION:

The correct ordering address for Getting You A Job (Tools of the Trade, item #17, BCEL Newsletter, July 1992, p. 11) is Getting You A Job Company, Distribution/Fulfillment Center, c/o RAM Direct, 119 Samson Rock Drive, Madison, CT 06443-9928.

SCHOOL DOORS (Cont'd from p. 1)

nation has a solid empirical baseline of information from which to measure proficiency changes over time in the two groups surveyed, as well as a basis for eventually making comparisons with the general population.

The remainder of this article provides a brief overview of the assessment project and summarizes its key findings. *[Readers are urged to obtain a copy of the full ETS report, however, as one short article cannot capture all the important fine points and interrelationships.]* It should be noted that the ETS assessment included not just a test of literacy skills, but also a careful and systematic gathering of demographic data from each individual assessed so as to understand the relationship between performance levels and such variables as gender, age, race/ethnicity, educational attainment, use of literacy materials in the home, civic participation, and the like.

The JTPA & ES/UI Programs & Clients

The Job Training Partnership Act and the Employment Service/Unemployment Service programs are the main job training and service programs of the U.S. Department of Labor and of the nation. JTPA, begun in 1982 as a replacement to the CETA program, has as its goal "to bring the jobless into permanent, unsubsidized, and self-sustaining employment by providing training, basic education, job counseling, and placement." JTPA's constituency is quite varied and includes economically disadvantaged adults and youth, dislocated workers, and others facing serious employment barriers. The group includes experienced workers, new entrants and re-entrants to the workforce, those whose employment tends to be seasonal or irregular, and others. The "common thread among these diverse candidates is a persistent difficulty in finding jobs," says ETS.

The Employment Service/Unemployment Insurance programs, established in 1933 and amended in 1982, is a linked federal-state system of public employment services. The purposes of the Employment Service are several-fold: to help job seekers find employment commensurate with their skill levels, to help employers fill job openings with qualified workers, to provide an array of information on labor market conditions, to provide job counseling services, and to assist the unemployment insurance system in exercising its responsibilities. The Unemployment Insurance program was established in 1935 to provide "temporary income protection for involuntarily unemployed workers." The ES/UI client population consists of anyone receiving its counseling services and/or receiving unemployment benefits.

During the period of the ETS survey, the JTPA and ES/UI programs served a combined population of 20,037,087 individuals. Of this number, JTPA clients accounted for only 5% of the total pool (or 1,100,000 adults) and ES/UI clients accounted for 95% (or 18,937,087 adults). JTPA, in general, tends to serve a substantially younger population than ES/UI.

Defining Literacy

ETS adopted for this survey the definition it originally used for the 1986 NAEP assessment of 21-25-year-olds: *Using printed and written informa-*

tion to function in society, to achieve one's goals, and to develop one's knowledge and potential. [Ed. Note: This definition was incorporated into the broader definition of The National Literacy Act of 1991.] The survey definition rejects any arbitrary standard for literacy and implies information processing skills that go beyond decoding and comprehending school-like texts. Literacy is understood as the skill/ability to do something, to function well in a task or domain of tasks rather than simply possessing knowledge. "The emphasis," says the study, "is on literacy as a tool which enables people to participate more fully at work, at home, and in their communities." Literacy skills allow individuals to use printed and written information so that they are able, among other things, to take part in local and national government...to get, hold, and advance in a job...to understand and obtain legal and community services...and to manage a household.

In pursuing these activities, says ETS, people interact with many different types of printed materials for different purposes. The resulting wide array of literacy behaviors thus requires different types of skills and knowledge that are better represented along a continuum rather than as an all-or-nothing condition. Put another way, literacy does not exist on a single dimension, and it is misleading to talk in terms of a single cutpoint or standard that separates the "literate" from the "illiterate" person.

Literacy (as distinguished from the basic skills—which include but are not limited to reading, writing, and math) requires that individuals be able to process and use prose, document, and quantitative information at various levels of complexity depending on the tasks being performed and the literacy requirements of those tasks. Thus, the use of cutpoint terms provides little guidance or understanding about the nature of the problem or the types of programs and services that could be helpful in addressing it.

Prose, Document, & Quantitative Literacy

It will be helpful in interpreting the ETS survey findings to be familiar with what prose, document, and quantitative literacy are and how ETS tested for proficiency in the three domains:

- **Prose Literacy** involves the knowledge and skills associated with understanding and using information from texts—for example, the skills a voter would need to understand editorials about complex civic issues.
- **Document Literacy** refers to the knowledge and skills associated with locating and using information in tables, charts, indexes, and the like—what an adult might need to know and do, for example, to decipher a pamphlet containing tables about health insurance benefits.
- **Quantitative Literacy** is the knowledge and skills associated with performing different arithmetical operations, using information imbedded in both prose and document materials—e.g. skills needed to fill out an order form or to manage a checking account.

In the ETS assessment, blocks of individual test items were developed to measure literacy skills in each of these three areas. The individual test items were based on a wide range of actual print materials commonly used by adults in the various activities of their everyday lives. These materials were presented in their original layout and typog-

raphy. The test items themselves represent a range of difficulty levels and have been validated through extensive field tests. Thus, to measure prose literacy, the individuals surveyed had to read and answer questions (orally and in writing) about real newspaper articles, editorials, and other expository information (which constitutes most of the prose adults read). To measure document literacy, test items of varying complexity were based on real job application forms, payroll schedules, maps, and the like. And quantitative skills were tested through the use of such materials as a bank deposit slip, an order form, and an ad for a loan.

The Framework For Interpreting Levels Of Proficiency

In the assessment, the individual scores were plotted along a vertical scale ranging from 0 to 500 for each of the three domains measured. Any point along the scale indicates the skill level needed (or demonstrated) to successfully perform the task at that level. Put another way, the scores—which range from 0 to 500 in their level of difficulty—derive meaning from their association with the ability to perform specific functional tasks that become more and more demanding as they move upward on the scale.

To provide a useful framework for interpreting the results, ETS groups the tasks and associated skills into five levels, showing the distribution of proficiencies across the levels—from the very lowest at Level 1 to the very highest at Level 5 (see table on next page). Level 1, for example, shows those individuals who scored between 0-225 on the scale, while Level 2 shows those who scored between 226-275. Persons at Level 1, in general, perform at about the level of people having between 0-8 years of education. Persons at Level 2 perform in general at the level of high school dropouts. At both levels, people have seriously low literacy skills and face major obstacles in employment and restrictions on their participation in society because of it. [Ed. Note: Research by groups other than ETS indicates that the majority of job-related workplace activities presently require a minimum literacy level at 9th-12th grade equivalency. Furthermore, the literacy requirements of jobs are rapidly moving upward to even higher levels.] Persons testing at Levels 3-5 have increasingly higher level skills, with those at Level 3 not now facing major barriers to participation in the workplace and society but in need of some skills upgrading to successfully meet changing future demands.

It bears repeating that tasks falling within Level 1 and Level 2 on the three literacy scales are the least demanding in terms of what the reader must do to produce a correct response. For example, prose and document tasks at Level 1 require only that the individual enter information from personal knowledge or locate a piece of information in which there is a literal match between the question and the material provided. There are no distracting elements in the text. One Level 1 document task asks the reader to look over a simple food shopping list, and then using a supermarket ad, to circle four things on the list for which there are savings coupons in the ad.

Prose and document tasks at Level 2 begin to require readers to pull together two pieces of information or compare and contrast. Quantitative tasks at this level typically require the use of one arithmetical operation based on numbers that are stated

**Proficiency Levels Of 20,037,087 Participants
Served By Department Of Labor's JTPA & ES/UI Programs
Between November 1989 - June 1990**

[Note: JTPA accounts for 5% (1,100,000 adults) of the total DOL pool. ES/UI for 95% (18,937,087 adults)]
The percentages and numbers given below are rounded.

	Prose		Document		Quantitative	
	%	# People	%	# People	%	# People
Level 1 (≤ 225)						
JTPA	13.7	150,700	14.1	155,100	14.5	159,500
ES/UI	12.2	2,310,325	13.1	2,480,758	11.7	2,215,639
		2,461,025		2,635,858		2,375,139
Level 2 (226-275)						
JTPA	26.2	288,200	37.3	410,300	31.1	342,100
ES/UI	25.2	4,772,146	30.1	5,700,063	25.3	4,791,083
		5,060,346		6,110,363		5,133,183
Total 1 & 2		7,521,371		8,746,221		7,508,322

Notes: People at Levels 1 and 2 are seriously deficient in their basic literacy skills and severely restricted from participating in the workplace, qualifying for jobs, or functioning in our increasingly complex society.

37.5% of combined target population performs at Prose Levels 1 & 2 (39.9% of all JTPA, 37.4% of all ES/UI).

43.7% of combined group performs at Document Levels 1 & 2 (51.4% of all JTPA, 43.2% of all ES/UI).

37.4% of combined pool performs at Quantitative Levels 1 & 2 (45.6% of all JTPA, 36.9% of all ES/UI).

Level 3 (276-325)

JTPA	38.5	423,500	35.4	389,400	37.1	408,100
ES/UI	35.4	6,703,729	35.9	6,798,414	37.4	7,082,471
		7,127,229		7,187,814		7,490,571

Notes: People at this level are not now encountering major difficulty in using printed material in work and everyday life, but they need some skills improvement to advance in jobs and assume new responsibilities.

35.6% of combined pool performs at Prose Level 3, 35.9% at Document Level 3, and 37.4% at Quantitative Level 3.

Level 4 (326-375)

JTPA	17.0	187,000	12.2	134,200	15.1	166,100
ES/UI	22.3	4,222,970	18.5	3,503,361	21.4	4,052,537
		4,409,970		3,637,561		4,218,637

Notes: 22% of combined pool (about 1 in 5) performs at Prose Level 4, 18.1% at Document Level 4, and 21% at Quantitative Level 4.

Level 5 (≥ 376)

JTPA	4.6	50,600	1.1	12,100	2.2	24,200
ES/UI	5.0	946,854	2.4	454,490	4.2	795,358
		997,454		466,590		819,558

Notes: 4.9% of combined pool performs at Prose Level 5, 2.3% at Document Level 5, and 4.1% at Quantitative Level 5.

Table Prepared By BCEL

in the question or easily located in the document through a simple literal match. The operation needed to complete the task is either stated in the question or easily determined, based on the format of the problem—e.g. making simple entries on a bank deposit slip or on an order form.

At the highest end of the scale, Level 5, the tasks place the greatest demands on the reader. Typically, they require the reader to search for information in dense text or complex documents containing multiple, plausible distractors. Tasks at this level usually require that the reader make high text-based inferences or use specialized background knowledge. The individual might typically be asked to compare and contrast complex information in order to determine differences, or to pull features of a quantitative problem from various parts of the text, or to call heavily upon background knowledge to identify quantities and operations needed to complete a task successfully. One task, for example, uses a passage from an American Express

customer notice and asks the reader to contrast two differences between old and new ways of processing receipts. Another task requires the reader to look at a document and determine how much it will cost to enroll in a four-credit biology class with a lab, assuming that one registers on time and is not a senior citizen.

The Assessment Findings In Brief

Based on the results of the national sampling, the above table shows the proficiency levels of the more than 20 million adults participating in the JTPA and ES/UI programs in mid-1990. [Note that here as in the above table, the figures are rounded.]

• **Levels 1 & 2 (≤ 275).** Nearly 38% of the combined target population is proficient only at Prose Levels 1 and 2. This represents more than 7.5 million individuals (more than 1 in 3) out of the total pool of about 20 million. About 44% of the combined group (more than 8.7 million people)

possess Document Literacy skills at these levels, while some 37% (about 7.5 million people) are at these levels in their Quantitative skills. As the table at the left also shows, a smaller percentage of ES/UI participants fall within this range than do JTPA participants. (One explanation for the difference is that JTPA tends to serve a proportionally larger youth population.) As noted above, people at Levels 1 and 2 are seriously deficient in their basic literacy skills and severely restricted from participating in the workplace, qualifying for jobs, or functioning in our increasingly complicated society.

• **Level 3 (276-325).** Nearly 36% of the combined pool is proficient at Prose Level 3 (translating into about 7.1 million individuals). The corresponding figures for Document and Quantitative Literacy are about 36% and 37% respectively (some 7.2 million and 7.5 million adults). People at this level are not now encountering major difficulty in using printed material in work and everyday life, but there is room for improvement, especially if they are to advance in jobs and be well equipped for new kinds of job responsibilities.

• **Level 4 (326-375).** About 22% of the combined pool places at Prose Level 4 (4.4 million adults). Slightly more than 18% place at Document Level 4 (3.6 million), while 21% possess Level 4 Quantitative skills (4.2 million). Persons at this level, about 1 of every 5 in the JTPA-ES/UI pool, appear to represent "an untapped resource" for the nation. (Note that a lower percentage of JTPA participants are proficient at this level than is the case for the ES/UI group.)

• **Level 5 (≥ 376).** As might be expected at the highest level of difficulty, the numbers and percentages are dramatically smaller. Only about 5% of the combined pool performs at this level in Prose Literacy. The corresponding percentages for Document and Quantitative Literacy are even lower, about 2% and 4% respectively. People at this level also represent "an untapped resource." (Note again that in general there is a significantly lower percentage of JTPA participants at this level.)

Relating Literacy Proficiencies To Sub-Group Demographics

The second half of the ETS report deals with a variety of demographic and behavioral variables, based on questions asked of those in the national sample just before their skills were assessed. The data are presented in terms of mean scores across the five levels for each variable. It is the relationship of these findings to the assessment results that provides the basis for guiding program, policy, and funding decisions. [Ed. Note: Again, to fully understand the relationships and points of comparison, readers should obtain and study the complete report. For those who wish to dig even deeper, ETS has also put out a lengthy technical report.] The following highlights will serve to suggest the range and richness of the findings:

JTPA-ES/UI Populations Compared. The two population groups perform about the same in Prose Literacy. However, there are statistically significant differences in Document and Quantitative Literacy, with the JTPA group doing less well overall.

ES/UI	P-290.6	D-283.6	Q-290.6
JTPA	284.2	274.3	280.6

(Cont'd on p. 10)

PROMISE OF JOBS

(Cont'd from p. 1)

The Framework For JOBS

The JOBS acronym stands for the "Job Opportunities and Basic Skills Training Program." While basic skills training is a central and important component of the program, JOBS also embraces a variety of other welfare-to-work strands such as job readiness and job placement activities, work "supplementation" programs, community work experience programs, and the like.

Administrative responsibility for the JOBS program rests at the federal level with the Department of Health & Human Services. This means that state welfare departments have the frontline responsibility for determining who needs and is eligible for basic skills services at the state and local level, for making referrals to instructional programs, and for awarding service contracts to literacy and education provider groups. But because the experience of welfare agencies lies in administering income maintenance programs, not in designing and running educational programs, it also means that for JOBS basic education to operate at all (never mind issues of effectiveness) the active involvement and cooperation of other agencies and organizations is essential—state JTPA units, departments of education, literacy service groups, and usually others.

The Family Support Act provided a number of aids to help the states implement and operate JOBS and JOBS basic skills programs—e.g. allowing them to establish special JOBS case managers, requiring welfare departments to draw up "employability plans" for participants, and setting a floor on the number of welfare recipients states must enroll in their programs each year in order to receive federal funding (7% in 1990, growing to 20% in 1995). The Act also provides some guidance to the states on criteria to use in selecting AFDC recipients for participation in JOBS basic education. And it requires the states to provide child care, Medicaid coverage, and transportation services to the participants, along with other supporting services.

In general, federal funding for the overall JOBS program is provided through a combination of "capped entitlements" (\$600 million for 1990 growing to \$1.3 billion for 1995) and "uncapped entitlements" (designed specifically to assist with child care services). To receive funds from either stream, the states are required to provide non-federal matching funds (using a different formula for each stream) and to satisfy the federal program criteria.

SIPA's Study Approach & Purpose

About two years after enactment of JOBS, the Southport Institute began a two-year study of how extensively JOBS was being implemented at the state level, in what manner, and with what results. It sought to understand promising aspects of the collective effort, but also to identify any problems that stand in the way of developing the effective and comprehensive system of JOBS basic education envisioned by the framers of the Family Support Act. More to the point, it wished to determine, early enough to make a difference in the future outcome of JOBS, how closely the program's promise corresponds to the realities of its achievement, and whether and how the nation needs to adjust its present course to provide the environment needed for success.

SIPA's study had four interrelated elements:

- In late 1990, a literature review was conducted of the Family Support Act, state plans for implementing it, and related documents.
- In the spring of 1991, interviews and consultations were held with national experts in welfare and adult education policy, including those involved in their own studies of JOBS.
- In the summer and fall of 1991, in-depth case studies were carried out on how five states are implementing JOBS at the state and local levels. The states were Arkansas, California, Connecticut, Indiana, and Kansas—chosen for their geographical diversity, representation of rural and urban populations, and varied experience in offering welfare-to-work programs.
- From late 1991-1992, a national mail survey was conducted—of state officials in all 50 states and the District of Columbia—to determine the degree to which case-study data could be generalized.

In each of the five case-study states, using protocols developed by SIPA with input from outside advisors, interviews and focus group sessions were held with state-level representatives of adult education, employment and training, and welfare, and also with state legislators, the governor's staff, and various private sector groups. Interviews were also held with similar personnel at the local level. In addition, local focus group sessions were held with welfare recipients who are participating in JOBS basic education, and with frontline workers such as adult education teachers, JOBS case managers, and JTPA administrators. Interviews and focus group meetings were taped for subsequent analysis. In total, says SIPA, "project staff had contact with approximately one thousand individuals, and more than 350 hours of discussions were recorded." Finally, SIPA contracted various services from outside professionals—e.g. to gather and analyze state policy statements on JOBS.

The national survey response rate was more than 50 percent though some of the survey respondents simply reported that they did not have the information requested or were not involved in JOBS. SIPA indicates that its database of completed surveys "includes responses from 47 state welfare departments, 39 state adult education agencies, 37 state JTPA liaison offices, 17 state JOBS service agencies, and 31 other agencies and organizations, such as state departments of higher education, welfare advocates, state literacy programs, and governors' special boards, commissions, or offices on literacy."

The Main Study Conclusions

SIPA draws 11 overall conclusions about the status and future of JOBS and JOBS basic education. In slightly condensed form, here are the major ones.

- *Many—probably most—AFDC recipients want to work. The basic strategy of the JOBS program is to provide them with education, training, job placement and support services aimed at increasing their employability. This is a sound strategy, and arguably the only reasonable solution to the nation's welfare problem.*
- *Basic skills instruction plays a central role in the efforts of states to implement the JOBS program. More JOBS participants are enrolled in basic education than in any other JOBS activity at any given time. For a large percentage of welfare*

recipients, basic education is essential if they are to achieve economic self-sufficiency and independence from welfare.

- *The JOBS program cannot possibly succeed without a strong basic education program.*
- *States have made a promising start in implementing JOBS basic education, and in some respects they have exceeded federal requirements. But their efforts fall short of providing the type of service JOBS participants need. Unless this situation is set right, JOBS basic education will fail.*
- *The major reason that JOBS basic education is deficient...is that states and federal government have been unwilling to face up to problems of inadequate funding systems, uncertain goals, and poor coordination. For the overall JOBS program to succeed, these problems will have to be corrected.*
- *The JOBS program has imposed heavy burdens on existing sources of adult education funding and service systems. Most of the funding for JOBS basic education comes from adult education budgets, rather than from the JOBS program.*
- *If the problems that impair the effectiveness of JOBS can be resolved, the path will be cleared for solving the problems of basic education in JOBS.*
- *It also must be recognized that neither JOBS, nor any other education and training program...can result in a very large percentage of welfare recipients becoming employed, or moving off welfare and out of poverty, until and unless the nation finds a way to create enough jobs that pay a living wage and to provide universal health care, affordable housing, and other basic necessities.*

What The States Have So Far Achieved

SIPA gives the states good marks for their initial efforts to implement JOBS basic education. Programs are in place in most parts of the country, although, as would be expected, they vary greatly in scope, method of operation, and financing. The instruction being provided is on a par with traditional adult education offerings, the best the states have to offer. And important learning gains are already being achieved for AFDC adults and, indirectly, their children. SIPA finds these achievements remarkable in light of the fact that JOBS is "a fairly small component of state welfare systems and its basic education component is a fairly small component of the nation's adult education effort." It is all the more remarkable in light of the disincentives and obstacles they must struggle to overcome (described below). Moreover, says SIPA, state and local officials show a consistently strong commitment to the importance of basic education within JOBS and a firm desire to see it succeed.

Due to the nature of the program, its infancy, and such problems as double counting, estimates of participation in different components of JOBS are far from precise. But, in general, the research shows that about 300,000 AFDC recipients across the nation are presently benefiting from at least one component of the JOBS program in any given month. About half this number, 150,000 adults, are enrolled in the basic skills program, "making basic education the single largest component of the JOBS program." In short, the states have made a conscious decision to give heavier emphasis to education than job placement, although that is not necessarily the federal intent. They have done so be-

cause they see this as the most important first step and the fundamentally greatest need. Moreover, it is significant to note that basic skills enrollees tend to remain in the program for much longer periods of time than those receiving other short-term benefits under JOBS, giving even greater importance to the overall weight of basic education.

In Arkansas—one state whose approach contains especially promising elements to help guide the national effort—a welfare official stressed the importance of basic education within JOBS this way: "We would have to say that basic education and training are the nuts and bolts of the program...basic education, training, child care, transportation: they have to be there or we don't have a program." He went on to say that, with the strong support of the governor, "our state decided to focus on the front end to build skills for jobs." In Connecticut "the goal of JOBS is to target participation in education first, and second to get jobs....Recidivism has shown us that simply getting a job [which may pay less than a living wage and be short-term in nature] is not the answer." These views were held by people in virtually every state involved in the JOBS program. In short, the states "have chosen a long-term strategy that relies heavily on basic education for helping welfare recipients to become employed, rather than a short-term job placement strategy."

One of SIPA's most surprising findings is how strongly the states feel that the federal goal of bringing AFDC recipients to an 8.9 grade-level is inadequate, primarily because all the evidence indicates that this achievement level will still leave them either unemployable or employable at less than a living wage. Despite huge constraints, says SIPA, most states are thus trying to move toward a higher level of education service, over a longer period of time. Acquisition of a GED is the most common goal in use.

Problems In State Practice

While SIPA finds the achievements and attitudes of the states to be both encouraging and impressive—and to hold the seeds for success—this judgment is relative. In fact, it turns out that what is most astonishing is that the states have gone as far as they have largely out of sheer commitment and determination.

The problems they face are many and exist at many levels. They are both operational and programmatic. Few are simple. At one level, for example, they range from basic issues of program suitability and effectiveness...to inappropriate standards for testing and selecting program participants...to lack of solid measures for judging participant outcomes...to an almost complete lack of systematic and comparable data gathering...to wide variations in goals among the participating organizations.

On another level are an array of day-to-day administrative problems. For instance, the "employment plans" drawn up by welfare departments tend to include limited information that could inform education service groups (when shared with them) about individual needs and goals. Similarly, the results of welfare agency skills testing are commonly not shared with their education partners to the effort. Thus the AFDC participants are being needlessly subjected to double testing, to say nothing of the related costs that this duplication entails. Furthermore, hardly anyone is clear about what they should be testing for.

On still another level, the resources of education provider groups are very limited and inadequate to the new demand. As a consequence, potential JOBS participants, already tested and in the pipeline for basic skills education, are being placed on waiting lists, often for lengthy periods of time. On the point of strained financial resources, a related (and unintended) consequence is the growing probability that education and literacy organizations will be able to accommodate JOBS students only by cutting back their service to traditional basic education students, effectively putting the two client groups in direct competition.

These and many other problems of state practice are troublesome and formidable enough. But they are not, at this stage, the major, first-priority problems—which stem in large part from specific provisions in the federal JOBS legislation.

Finance, Goals, & Coordination: The Major Problems

The largest problems of all relate in one way or another to the issues of finance, goals, and coordination—or more precisely the lack or inadequacy of these things.

Item. In general, less than 20% of the costs of providing basic education to JOBS participants comes from federal JOBS funding. JOBS basic education services are thus far from burdensome to the federal JOBS program, although JOBS is federally-mandated.

Although basic education has become the largest single component of the program and is judged to be essential to the program's success, federal dollars that are provided for JOBS are used almost entirely for program administration, case management, and support services.

In the case-study states, California is the leader in supporting JOBS basic education—but federal JOBS funding covered only 22% of its costs in 1991. Arkansas has provided the second highest level of support for JOBS basic education, with 18% covered by the federal government in 1991. But in 1992, the federal percentage was reduced to zero, with the state paying the total tab. (Note that Arkansas is one of only a few states where general adult education budgets are growing rapidly.) New Hampshire, which enrolls fewer than 400 JOBS participants in basic education, gets 75% of its funding from JOBS, while New York, with 20,000 participants, covers about 45% of its costs from JOBS. The New Hampshire and New York circumstances are atypical, however, with most states receiving little or no federal funds to help with the costs of their JOBS basic education services.

Item. JOBS requires that AFDC participants take part in its activities for at least 20 hours a week on average—many times the number of instructional hours that traditional adult basic education students attend classes or use related services. The cost implications of this 20-hour rule are obvious, quite apart from its tendency to "crowd out" the traditional students. The rule also increases the likelihood that AFDC students will be referred to program activities that are inappropriate and that will not lead to self-sufficiency. The 20-hour rule, says SIPA, "is at best irrelevant and at worst a distraction that invites nominal compliance."

Item. For lack of clearly articulated and realistic goals and guidelines in federal law, state officials have had to operate in a vacuum. Not surprisingly,

the goals they have adopted vary greatly from state to state and even among jurisdictions within each state. Not only is this a major source of confusion but it prevents any useful comparative judgments about outcomes. More to the point, the goals that are being adopted will not necessarily produce self-sufficiency through work, and the states, to their credit, seem to realize this.

As noted earlier, the most common state goal adopted for JOBS basic skills participants is getting a GED. But SIPA's findings indicate that this goal is chosen basically because it is one everybody understands, not because it is adequate for guiding basic education services for AFDC recipients. For one thing, only a small percentage of the basic education participants have attained a GED or are expected to. But the larger issue is the same as in adult basic education generally—at what level of competence should individuals be able to function to perform well in their jobs, to be self-sufficient, and to have a foundation for future growth? Federal JOBS regulations are virtually silent on this issue—and concrete guidelines are needed at the federal level to provide the states with the tools they need. The place to start, says SIPA, is to provide direction that will move the states away from the "one size fits all" mentality of most instruction—keeping in mind that the bottom-line goal of JOBS is employment at a living wage. Adult education programs for AFDC students need to be customized and to take a functional context approach. Fortunately, there is a growing experience in the nation in both of these approaches that can be built upon if states are given the incentives and tools to do so. One federal step that would help immeasurably toward this goal is to require that the states adopt as their operating definition of literacy the one contained in the National Literacy Act: *An individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.*

Item. There is virtually no meaningful coordination among state and local welfare agencies, departments of education, other training organizations, and education service providers. This not only hampers every aspect of the JOBS programs already, but it seriously restricts the quality and reliability of information available at the state level for future planning and funding purposes, and between state and federal officials. Here, again, precise guidelines are needed and presently lacking in the federal JOBS legislation.

A Final Note

Owing to space constraints, the above discussion is necessarily offered in abbreviated form. SIPA's report in fact provides a far deeper and wider analysis of these and many other issues, and it should be read in its entirety. It should be noted, too, that while SIPA's findings paint a picture both bleak and hopeful, SIPA does believe the problems can be solved. Its report offers numerous short- and long-term recommendations for government at all levels, and for other parties to the JOBS enterprise.

(The Promise of JOBS is \$17.95 prepaid from the Southport Institute for Policy Analysis, 820 First Street NE, Suite 460, Washington, DC 20002, 202-682-4100. A related publication, "It's Not Like They Say": Welfare Recipients Talk About Welfare, Work and Education, is also available for \$20. Both publications, if ordered together, are \$30.)

SCHOOL DOORS

(Cont'd from p. 7)

Gender. Across the three scales, women in both DOL programs tend to perform somewhat higher than men, but the differences are only a few points and not considered statistically significant. The one exception is for JTPA women in Prose Literacy.

ES/UL	Women	P 295.6	D 285.4	Q 289.4
	Men	287.0	282.5	291.5
JTPA	Women	P 291.3	D 277.3	Q 282.6
	Men	274.3	270.7	278.4

Age. Young people aged 16 to 25 have significantly lower literacy proficiency across all three scales than other age groups, in both JTPA and ES/UL. While young ES/UL adults do slightly better than their JTPA counterparts, it should be noted again that JTPA serves a higher percentage of young adults (36%) than ES/UL (28%) does.

ES/UL	16-20	P 276.5	D 274.7	Q 272.3
	21-25	278.7	274.8	281.9
	26-31	291.6	284.9	293.2
	32-45	297.9	290.1	294.4
	46+	297.0	284.4	294.2
JTPA	16-20	P 285.4	D 260.3	Q 262.6
	21-25	286.7	279.9	283.0
	26-31	287.6	278.2	282.6
	32-45	292.8	280.2	289.6
	46+	280.8	263.8	277.4

Race/Ethnicity. In general, Blacks and Hispanics perform about the same, though both score well below Whites. The relative parity between Blacks and Hispanics is surprising because other national databases consistently place Hispanic performance midway between Blacks and Whites. Moreover, ES/UL appears to serve a less proficient Hispanic population than would likely be the case for the nation's Hispanic population as a whole. [Ed. Note: When the U.S. Department of Education's NALS survey results are known, probably next year, there will be a basis for comparison.]

ES/UL	White	P 311.1	D 301.8	Q 308.5
	Black	261.7	250.7	257.9
	Hispanic	249.6	246.1	254.0
JTPA	White	P 292.8	D 284.3	Q 291.5
	Black	254.1	250.5	255.6
	Hispanic	253.0	251.7	258.0

Education Completion Level. Not surprisingly, the survey data show a very strong correlation between education completion level and literacy proficiency. The following table illustrates (average) relative literacy levels by years of educational attainment. Those in both programs with less than a 12th-grade attainment are dramatically less proficient than those at higher education levels, with individuals having less than 9th grade completion showing by far the worst results in both JTPA and ES/UL.

ES/UL	0-8 Years	P 196.4	D 199.8	Q 211.0
	9-12	249.1	247.1	251.7
	HS Diploma GED	286.1	279.4	288.4
	Some PostSec	303.4	296.5	299.9
	College Degree	328.8	315.1	324.6
JTPA	0-8 Years	P 232.3	D 231.5	Q 233.9
	9-12	255.3	249.5	254.4
	HS Diploma GED	291.1	283.0	289.6
	Some PostSec	306.3	291.6	298.4
	College Degree	339.3	321.1	336.9

It is interesting to note that those in the ES/UL pool with less than 8th- to 12th-grade completions have significantly lower proficiency than their JTPA counterparts. ETS data do not indicate why this is so but the fact that these adults are relatively older may be one reason.

Beyond what the table shows, the ETS report indicates that between 75% and 95% of the two DOL client groups having 0-8 years of education score at proficiency Levels 1 and 2. Moreover, between 65% and 72% of those with 9-12 years of education but lacking a high school diploma or GED score in the two lowest levels. In addition, about one-third of people possessing high school diplomas or GEDs demonstrated very limited skills.

Other Variables Are Also Important

Obviously all of the above variables are interrelated in highly important ways that can only be suggested here, and no one variable in isolation of the others reveals anything very useful for understanding and action. Moreover, ETS collected data on many other variables which are reported and analyzed in its report—e.g. about employment, earnings, and occupation...the presence and use of literacy materials in the home...work experiences of the two DOL groups while in high school...reasons for not completing high school...self-perceptions about literacy...and civic participation. Here are only three of the dozens of findings: More Hispanics and Blacks worked part-time while in high school than Whites. Boredom and the need to work are the major reasons Blacks and Hispanics gave for dropping out of school. Persons whose recent occupation is laborer, service worker, operative, or craft worker tend, in general, to have lower proficiency than clerical, sales, technical, managerial, and professional workers.

(Beyond the School Doors is available for \$3 prepaid from Center for the Assessment of Educational Progress (CAEP), Educational Testing Service, Rosedale Road, Princeton, NJ 08541. The ETS technical report, titled *Profiling the Literacy Proficiencies of JTPA and ES/UL Populations*, is also available from CAEP for \$3 prepaid. An order for both publications is \$5.)

TOOLS OF THE TRADE

General Policy, Planning & Research

1 The Adult Education Program Annual Report: Program Year 1990 is new from the National Adult Education Professional Development Consortium (NAEPDC). It is a 75-page "almanac" of information about federal ABE legislation, ABE trends, and enrollments and expenditures in adult basic education programs on a comparative state-by-state basis. Based on an analysis of data submitted by each state office to the U.S. Department of Education in 1990, the core of the publication is a series of tables which compile information about a wide range of funding and enrollment variables—e.g. federal ABE allotments, state and local expenditures, and eligible populations; participation in ABE programs by gender, age, educational level, and ethnic group or race; the kind and level of programs (ESL, ABE, GED) in which participants that year were enrolled; and so on. The publication should be a useful resource for policymakers, researchers, and others interested in the federal ABE program. Available for \$11 from NAEPDC, 444 North Capitol Street NW, Suite 422, Washington, DC 20001, 202-624-5250. Quantity discounts are available.

2 Literacy and Education Needs in Public and Indian Housing Developments Throughout the

Nation: Report to Congress, a new publication from the U.S. Department of Housing and Urban Development, draws on statistics from a number of government surveys to assess the education levels of residents of public housing and of the Indian and Alaskan native populations. Among other things, the report indicates that these groups have substantially lower levels of educational attainment than the rental household population as a whole, and that there is a strong correlation between their education level and their income and children's academic achievement. The report also outlines HUD's current involvements in literacy for public housing residents. Available free from the Resident Initiatives Clearinghouse, PO Box 6091, Rockville, MD 20850, 800-955-2232.

Workforce & Workplace Literacy

3 Back to Basics: Literacy at Work is a special 31-page issue of the *Employee Relations and Human Resources Bulletin* put out periodically by the Bureau of Business Practice. Presented in six chapters, the literacy special is a call to arms for increased business involvement in literacy. It provides a detailed introduction to workforce literacy issues, needs assessment, and program design, and contains case studies of workplace literacy programs at large corporations and small businesses. An excellent general resource, the work is available for \$10.95 from the Bureau of Business Practice, 24 Rope Ferry Road, Waterford, CT 06386, 203-442-4365.

4 Basic Skills for Job Performance: PICs and Workplace Literacy is a new publication from the National Alliance of Business intended for use by Private Industry Councils. It gives an overview of workplace literacy issues, identifies factors in developing workplace programs, and describes a number of successful PIC workplace literacy initiatives. The book is \$5.95 from National Alliance of Business, 1201 New York Avenue NW, Washington, DC 20005-3917, 202-289-2888. Quantity discounts are available.

5 Today's Dilemma. Tomorrow's Competitive Edge: Learning From the NAM/Towers Perrin Skills Gap Survey reports the findings of a survey conducted by Towers Perrin in 1991 for the National Association of Manufacturers. NAM members were asked about current and future labor shortages, workforce skills gaps, training, and their involvement with the public schools. [Note: The study was an extension of a 1990 survey by Towers Perrin reported in BCCEL's October 1990 Newsletter, p. 9, item #1.] Findings show that the manufacturers are seriously affected by the skills gap. For example, about one-third of the 360 respondents regularly reject job candidates because of poor reading and writing skills and about one quarter regularly reject them because of poor communications and calculation skills. More than half of the respondents indicated that current workers also lack the skills they need for their jobs. Available for \$27 from Publications, National Association of Manufacturers, 1331 Pennsylvania Avenue NW, Suite 1500, Washington, DC 20004-1703, 800-637-3005 or 202-637-3086.

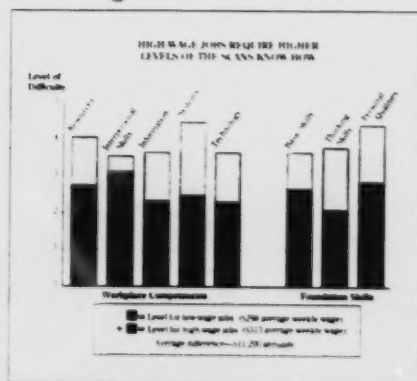
General Program & Curriculum Development

6 Taking Care: A Handbook About Women's Health, by Mary Breen, is an easy-to-read handbook that provides information about health topics of

high concern to women—nutrition, stress, depression, exercise, weight control, over-the-counter drugs, doctor-patient relations, sex (including AIDS), birth control, vaginal infections, pap tests, breast examinations, and menopause. The contents were field-tested by residents of shelters for abused women and reviewed by a doctor and other health professionals. Available for \$14.95 plus \$5 shipping and handling (in Canadian dollars) from Heather Somerville, Consumer & Professional Books Division, McGraw-Hill Ryerson Limited, 300 Water Street, Whitby, Ontario L1N 9B6, 416-430-5040.

7 Albany Educational Television has produced a valuable new video program: *HIV Education for Adult Literacy Programs* (\$85 plus \$4 shipping and handling). The video is a staff development program for instructors, administrators, and other personnel involved in adult learning. It is designed to help providers develop the awareness and sensitivity needed to instruct learners about this extremely difficult subject and to help instructors design their own HIV curriculums. The program is made up of three components: A 22-minute videocassette, *Providing a Supportive and Sensitive Environment*, contains interviews with HIV-infected people and a social worker with broad experience in working with this population. *The Guide for Teachers* contains background information about HIV and AIDS and includes sample lessons and activities. *Where to Start* gives an overview of the materials and instructions for implementing an HIV education program. It also contains an extensive list of resources. Available from City School District of Albany, Albany Educational TV, 27 Western Avenue, Albany, NY 12203, 518-465-4741. (Make checks payable to City School District of Albany.)

LEARNING A LIVING: A Blueprint For High Performance



Graph Reprinted From *Learning A Living*, p. 10

Chaired by former Secretary of Labor William Brock, the Secretary's Commission for Achieving the Necessary Skills (SCANS) has become a major force for bringing about a high-performance economy—characterized by high skills, high wages, and full employment. **LEARNING A LIVING: A Blueprint for High Performance**, the final SCANS report issued in April, is the culmination of a two-year effort to point the way to America's future

economy by ensuring that all students coming out of school are competent to fill the high-wage, high-skilled jobs that will await them and will have advancement prospects throughout their productive lives.

"The challenge," says the report, "is to design a system that clearly establishes that all young people in our nation have the right to an education up to a recognized performance standard—without putting the burden of failure on students' backs."

Last year's preliminary report by SCANS (see BCEL Newsletter, October 1991) defined the know-how necessary for a high-performance workplace in terms of five employee competencies (which depend upon having solid basic skills, critical thinking skills, and an array of personal qualities such as a sense of individual responsibility, self-esteem, sociability, self-management, and integrity). All workers of the future, according to SCANS, should know how to:

- Allocate time, money, materials, space, and staff.
- Work in teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
- Acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- Interpret social, organizational, and technological systems; monitor and correct performance; and design or improve systems.
- Be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

SCANS calls for a new social contract among America's employers, communities, and schools, in which a bridge of communication and know-how would be built across the various domains. "Whatever strengthens one," the report says, "strengthens all." Working together, these groups can make more substantial progress toward the common goal of getting the economy moving again and delivering the high productivity and wages needed for global competitiveness.

To the schools, SCANS addresses this challenge: "Look beyond the schoolhouse to the roles students will play when they leave to become workers, parents, and citizens."

To teachers: "Look beyond your discipline and your classroom to the other courses your students take, to your community, and to the lives of your students outside school. Help your students connect what they learn in class to the world outside."

To employers: "Look outside your company and change your view of your responsibilities for human resource development. Your old responsibilities were to select the best available applicants and retrain those you hired. Your new responsibilities must be to improve the way you organize work and to develop the human resources in your community, your firm, and your nation."

To administrators: "Try to apply the 14 points ...developed by W. Edwards Deming, the man whose ideas produced the Japanese economic miracle." The two key lessons SCANS takes from Deming are these:

- The more quality—including human resource quality—you build into anything, the less, in the long run, it costs.

- Leadership in any organization—be it school, company, or government agency—lies primarily in developing constancy of purpose throughout.

The SCANS blueprint is for formal schooling as well as learning that takes place over a lifetime through employers and work-based education. The Commission calls for the U.S. Departments of Labor and Education, the business community, trade unions, educators, job training and literacy providers, the military, community-based organizations, and others to form a "national partnership built around employment," and to establish a common language and an equitable system of human resource development, assessment, and certification.

What, asks SCANS, will a commitment to its agenda mean for those groups that adopt it? The Commission stresses that learning "to know" should not be separated from learning "to do." Most important, it says, are changes in teacher training and staff development. New pedagogical skills are required to teach in new contexts, as are collaborative learning environments. Familiarity with new instructional technologies as well as management skills will be necessary for meaningful interaction with students. Experience with the principles of high performance in the workplace must be gained and applied for the crossover from school to work. State and local educators, including administrators, teachers, principals, and school board members, will need to work with local management, labor, and community groups to review pedagogy, curriculum, and the administration of schools.

Moreover, public and private employer-sponsored training will have to be a priority. Eighty percent of today's workers will remain on the job well into the 21st century, yet fewer than 10% of them now receive training of any kind. As a useful first step in the SCANS blueprint for action, coalitions of trade associations, business organizations, labor unions, and industry-specific groups should develop training strategies around the SCANS "know-how" criteria (as spelled out in detail in the report), for use by all businesses, but particularly small firms.

As SCANS envisions it, employers would describe job requirements in terms of the SCANS workplace competencies and use these for recruitment and employee development purposes. Human resource and training managers would reorient their education and training offerings to include not only job-specific skills but also the SCANS workplace competencies and foundation skills.

For their part, education provider groups—vocational and proprietary schools, community colleges, adult education and work-based programs—would offer instruction and certification in the SCANS workplace competencies. SCANS points out that in its scenario a system of assessment and certification will be essential. To this end it supports the development of a new nationwide voluntary assessment system—not "tests" as traditionally understood, but tests tied to learning goals.

In this regard, one of the boldest new recommendations from SCANS is that a "cumulative resume" be established for all students, beginning in middle school. It would reflect courses taken, projects completed, and proficiency levels attained in each of the five SCANS competencies. A student who accomplished enough to meet an overall standard would be awarded a certificate of initial mastery (CIM), a universally-recognized statement of exit

(Cont'd on p. 12)

LEARNING A LIVING

(Cont'd from p. 11)

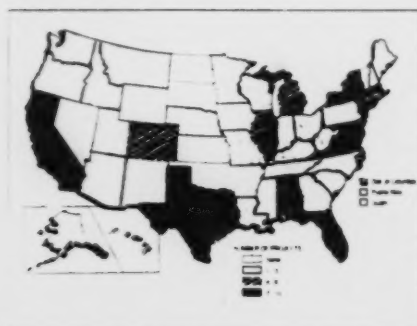
perience and achievements. Students would be free to use their "resumes" in seeking employment or further education, and employers would demand from students the highest level of certification a job demands, including but not limited to the CIM.

A main section of *Learning A Living* describes SCANS projects already underway in a number of cities—Fort Worth, Los Angeles, Tampa, and Louisville—and in the states of Florida, Indiana, New York, and Oregon. From the corporate arena, AT&T and its major unions, MCI, Gannett, Motorola, NationsBank, and TGI Friday's are on board. Trade associations in the hospitality field have joined together to introduce the SCANS language into their industry, and the National Council on Education Standards and Testing has endorsed the inclusion of the SCANS compe-

tencies. Further, the U.S. Department of Labor is presently building the SCANS approach into its JTPA program, and the federal Office of Personnel Management has begun to do so in its in-house training efforts.

(Copies of *Learning A Living* are available for \$6.50 for the full report and \$2.50 for a 36-page summary. A supplemental resource for educators and employers to use in developing the SCANS curriculum, *Skills and Tasks for Jobs*, 535 pages, is also available for \$27. A third publication, *Teaching the SCANS Competencies*, provides expanded definitions for each of the five competencies and is available for \$11. Mail requests and prepayment to Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. A 28-minute videotape about the SCANS effort, *Second To None*, is available for \$45 from the National Audiovisual Center, 8700 Edgeworth Drive, Capitol Heights, MD 20743-3701.) ■

WORKPLACE LITERACY: Reshaping The American Workforce



Geographical Distribution Of National Workplace Literacy Projects, 1988/89-1990/91.

The National Workplace Literacy Program (NWLP) of the U.S. Department of Education awarded 149 grants totaling \$41 million in its first three years of operation (1988/89 to 1990/91). The grants, averaging nearly \$275,000, were awarded to business/education partnerships in 42 states and territories, for programs serving more than 67,500 workers in over 360 different businesses. The 1991-92 cycle provided another \$19.2 million for 55 workplace partnerships. [Note: In addition, the Department of Labor has given some \$25 million since 1986 for workplace literacy projects.]

A new Department of Education publication, *WORKPLACE LITERACY: Reshaping the American Workforce*, provides an excellent discussion and review of the NWLP's goals and accomplishments over its first three years. It also documents changes in workplace literacy and, most importantly, analyzes and assesses what has been learned from the experience. The first publication of its kind issued by the Department, its purpose is to disseminate information and help point the way for businesses, labor organizations, and educational institutions that may recognize the need for worker skills upgrading but are unsure of how to proceed.

Established "to provide grants for projects designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace," NWLP's focus is on basic skills, employee performance, and spurring the development of model curriculums and programs for the workplace. Each NWLP project must be a partnership between at least one business or labor organization and at least one educational institution. [Note: The Program's guidelines were amended by the National Literacy Act of 1991 to include the following new features: (1) a priority on applications from partnerships including small businesses—to redress the difficulties small businesses encounter in competing for workplace literacy assistance; (2) a change in the maximum grant period from 18 months to three years—to allow good projects to continue to evolve rather than collapse under financial pressure; and (3) the creation of a program of National Workplace Literacy Strategies Grants at the Department of Education which will award at least five large-scale (\$500,000) grants, to be triggered when annual appropriations for NWLP reach \$25 million.]

In the projects funded by NWLP during the first three years, most business partners came from the manufacturing sector (over 48%) with labor groups next in frequency (29%) and hospital/health care industries third (13%). Community colleges had the dominant educational share, with more than double the participation of school districts, the next most prominent partner. Moreover, as the grant program progressed from year to year, a wider variety of organizations applied in each cycle, the funding doubled, and there was an annual increase in the number of businesses participating and the number of employees served.

Geographically, the South received the greatest amount of project funding (34%) and its share of the total is growing fastest, having tripled in the last cycle. The Mid-Atlantic Northeast was next with 28%, and the West and Midwest had 22% and 17% respectively.

In the aggregate, the projects funded by the Department between 1989-91 had a very high retention rate—higher than any other type of adult education program. Among the key reasons for this outcome are that the programs conducted job task analysis as a central component of planning, used an instructional approach in which materials were linked

to real workplace goals and job performance requirements (the instruction was specifically job-related, environment-specific, and contextual), took account of the prior background knowledge of workers and involved them in planning the program, held classes at convenient on-site locations, and carried out both formative and summative evaluation. Assessment instruments used varied widely, ranging from CASAS to TABE to informal methods of self-evaluation and evaluation by supervisors and instructors.

The report points out that the assessment tools used, and in use generally, are not really able to provide "valid and reliable measures that relate learning gains to job-based outcomes," a problem that will have to be overcome as the workplace literacy effort moves forward. In fact, the development of new assessment tools is seen as a future priority. This issue and others important to the future of workplace education programs and the design of effective programs are discussed in a major section of the publication.

One of several appendices to the report presents a listing of the first, second, and third cycle grantees on a state-by-state basis, with all business and education partners in each project indicated.

(For a free copy of the 93-page report contact Clearinghouse of Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240.) ■

CORPORATE LITERACY ACTION



T-Shirt For Adults & Children Featured In Levenson Catalog, Sales To Benefit Literacy Volunteers Of America (see p.14)

Skills Upgrading For D.C. Cafeteria Workers

The Food and Beverage Workers Union, Local 32, represents cafeteria workers in the Washington, D.C. area. Its 4,000 members are employed at the food service establishments of the U.S. Capitol, the Pentagon, the Library of Congress, the Smithsonian Institution, and other sites. Benefits for the members are administered through the Employers Benefits Fund, a trust operated jointly by the Union and by management from the participating companies: the ARA Services, Canteen Corporation, DAKA, The Refractory Cafe

at the Government Printing Office, Guest Services, Inc., Harbor Square Condominiums, Marriott Corporation, Morrisons Management Systems, Ogden Food Service, Seilers Dining Service, Service America Corporations, and The House Restaurant System at the U.S. House of Representatives.

After the Union negotiated a tuition refund benefit for the employees of these companies, it found that the workers weren't using it because they needed stronger basic skills before they could take advantage of other educational opportunities. In response, the Benefits Fund formed a partnership with the Resource Development Institute (RDI), the training arm of the AFL-CIO, to develop a basic skills program. The resulting functional context curriculum, called the "Skills Enhancement Training Program," was designed by RDI staff based on extensive interviews with workers and their supervisors, materials used on jobs, and workplace observations. The program provides 72 hours of classroom instruction over an 18-week period—in job-related reading, math, writing, and communications skills. The CASAS Employability Competency System is used for assessment purposes. Classes are held at some of the work sites, with many participants traveling there from the other sites.

All classes are held on participants' own time, with a \$200 bonus paid to those who complete the program. During the first program cycle, which began in April 1990, 223 employees took part in classes, and 167 finished the course. Following independent evaluations by the COSMOS Corporation and by Ruttenburg, Kilgallon, & Associates, the program is now being extended to include more involvement of frontline supervisors, an ESL curriculum, and a second ABE curriculum that will develop higher-level communications skills and focus more on workplace dynamics.

Funding for the effort has been provided so far by two grants from the U.S. Department of Education's Workplace Literacy Initiatives grant program, the companies themselves, and, during an interim period between grants, by the Benefits Fund.

(For more details contact Miriam Burt, Director, Skills Enhancement Training Program, Food & Beverage Workers Union, Local 32, 1221 Massachusetts Avenue NW, Washington, DC 20005, 202-393-3232.)

United Service Automobile Association Upgrading Its Workforce

The United Service Automobile Association (USAA) is a financial service company whose business interests include the insurance, real estate, and banking industries, among others. It has a workforce of 14,000 people, 9,000 of them located at headquarters in San Antonio, Texas. USAA has a long history of providing educational services to its employees. It devotes about \$20 million a year to a fully-staffed in-house program of courses in management, job training, and self-improvement, and provides some \$2 million annually in tuition assistance benefits. It also makes its extensive training facilities available after hours to small businesses in San Antonio if they are joining a USAA class. In 1989, when Texas began to require an exam for college admissions, USAA implemented a new developmental reading, writing, and math course to help prepare its workers to pass the exam. The one-semester course is given at the worksite by nearby Palo Alto Community College, with employees participating during work hours and the company paying tuition costs for all full-time employees (the course is open to part-timers as well, at their own expense). Those who complete the course and pass the Texas exam move immediately into college-level courses, also offered on site by the College. Classroom instruction is designed to meet the specific needs of the students as identified in a pre-test, and it is both print and computer based. (Whether or not workers are enrolled in the course itself, they have access to the computer component.) During the Spring 1992 semester, 11 reading, math, and writing classes were offered at USAA, with 20 to 25 students enrolled in each. (For more information contact Mary Del Cueto, Director, Employee Education, USAA, USAA Building, San Antonio, TX 78288, 512-498-1163.)

Rotary Campaign Presses On

Since 1986, when its 10-year literacy campaign was launched, Rotary International has produced several publications to draw its members' attention to literacy and to offer ideas for local club involvement on a worldwide basis. It has also built up a central "Master Index" on member projects around the world, a sort of information and networking service for members and other interested parties. Two recent initia-

tives reflect Rotary's continuing commitment. *Out of the Shadow: A Step-by-Step Guide to Developing Literacy Projects*, an earlier publication, has just been revised and released to members in both industrialized and non-industrialized countries. In addition to an array of suggestions for specific activities to undertake and how, it offers profiles on selected projects in the U.S., Brazil, Thailand, Zimbabwe, and elsewhere. It also includes a description of programs and grants available from Rotary International and The Rotary Foundation for clubs wishing to develop or strengthen a literacy project. On another front, last year Rotary mailed a survey questionnaire to its 2,500 local clubs around the world to determine how many are presently engaged in literacy projects or planning to become engaged. Among the findings was that some 42 percent of the 659 responding clubs were planning to initiate projects in 1991-92. Moreover, club activities in the U.S., Canada, and the Bahamas have increased significantly over the last few years. Of the 215 respondents from these countries, 130 had adult literacy projects in operation at the time of response, contrasted to about 70 during the preceding 5-year period. Nearly 50 percent of these projects were dedicated to raising funds for local literacy providers. Serving as a source of tutors accounts for another 32 percent, and 19 percent are engaged in awareness-building activities. (For more information on Rotary's campaign and services, contact Lois Ringwood, Program Assistant, Community Development Programs, Rotary International, One Rotary Center, 1560 Sherman Avenue, Evanston, IL 60201-3698, 708-866-3404. To obtain a copy of the survey results (no charge) or *Out of the Shadow* (\$1), contact the order desk at 708-866-3149 or write to the above address.)

Edison Electric Institute Encourages Member Involvement In Literacy

Edison Electric Institute (EEI) in Washington, D.C. is a trade association representing some 200 investor-owned electric utilities which collectively generate about three-quarters of the energy used in the United States. For the past four years, EEI has published annual "Business Education Partnership" reports, which seek to raise members' awareness of and increase their involvement in important social and educational issues. The reports are issued

(Cont'd on p. 14)

CORPORATE LITERACY ACTION

(Cont'd from p. 13)

through EET's Library Grant Program, which distributes them at no cost to Institute members and to hundreds of public libraries around the country. The reports are also available for sale to members and any other interested parties. The latest in the series, titled *Literacy: An American Challenge*, is a 53-page compilation of materials from selected literacy organizations and from companies with established workplace programs. It provides an introduction to workforce literacy, and offers numerous ideas for member involvement in literacy at the local level. One section profiles the workplace literacy programs of several electric utilities, including Southern California Edison, Ohio Edison Company, Detroit Edison Company, and the Entergy Corporation. (Copies of the publication are \$5 from Edison Electric Institute, 701 Pennsylvania Avenue NW, Washington, DC 20004-2696, 202-508-5000. For more information, contact Lori Buckius, Manager, Publications Marketing, at the above address.)

Skills Enhancement At Texas Instruments

The Defense Systems and Electronics Group of Texas Instruments manufactures a wide range of defense electronics, including a great many detection instruments such as the infrared devices used in the Gulf War. The Group employs over 20,000 people in North Texas. It offers a vast range of traditional job training courses to its workers, and since 1988 has provided a Job Enhancement Program (JEP) to teach its employees the basic reading, writing, and math skills they need on the job. JEP began when the company's instructors recognized that its workers were having difficulty in job training classes for lack of the requisite basic skills. In addition, organizational changes were making it necessary for the workers to become more flexible in their ability to take on new job tasks and responsibilities.

For the program, the company has determined what basic skills, at what levels, are needed to function well in clerical, machinist, technician, and similar job classes. Employees are assessed to discover what basic skills help they need to meet the requirements of their jobs. Those that would benefit from JEP are so informed,

on a confidential basis, with actual enrollment strictly voluntary. So far, some 95 percent of those in need of help have chosen to enroll. Courses range from basic reading and math to more advanced levels, reflecting the wide continuum of skills needed in this highly technical workplace. (A large proportion of the jobs require basic skills that go beyond high school level.) The curriculum was designed internally, using job-related materials exclusively, and courses are taught by full-time educators hired under contract by Texas Instruments. All classes are held on site during shift time.

Program evaluation is based on interviews with students, supervisors, and managers to determine if the skills taught have in fact transferred to the job. Some positive results to date include workers' taking on greater responsibility, better communication between different shifts, and between supervisors and employees, and greater success in the company's job training courses. Moreover, from 5 to 15 percent of people who have been through the program already have gone on to take college courses on their own.

(For more details contact Wayne Freeland, Manager, Job Enhancement Program, Defense Systems and Electronics Group, Texas Instruments, 7839 Churchill Way, MS 3901, Dallas, TX 75251, 214-917-2530.)

Nurses At Carolinas Medical Center Collaborate To Improve Patient Care

Last winter, a group of nurses, dieticians, and other health care personnel from the out-patient clinics of the Carolinas Medical Center in Charlotte, N.C. came together in a series of training seminars—conducted by ReadUp Charlotte, a local

literacy provider—to learn how to write materials for their patients with low reading levels. The nurses believed that many of their patients had reading difficulties which led to inadequate health care because they couldn't fully comprehend vital written information and instructions. With this initial boost from the seminars, the group then decided to move ahead on its own by forming an ongoing Patient Education Committee, its purpose to rewrite patient materials for use in the clinics and to offer guidance and training to other units of the Medical Center where patient reading levels might be a problem. The Committee is presently developing a complete inventory of all patient materials, reviewing that material for accuracy and readability, and rewriting, developing anew, or dropping particular items as appropriate. New or revised materials will be tried out with the patients, whose feedback will inform further refinements. (For more information contact Denise Howard, Ob-Gyn Clinic, Carolinas Medical Center, PO Box 32861, Charlotte, NC 28232, 704-355-2192. For details on ReadUp Charlotte's program of seminars, contact Molly Boggis, Executive Director, ReadUp Charlotte, 316 East Morehead Street, Charlotte, NC 28202, 704-377-7153.)

Levenger's LVA Campaign

Earlier this fall, Levenger Tools For Serious Readers, a Florida-based mail order company that sells bookshelves, lab desks, stamps, dictionary stands, and other such "tools for serious readers," launched a fundraising campaign to benefit Literacy Volunteers of America. A mailing of some 1.5 million copies of its catalog included a listing for a new product designed for both children and adults—T-shirts and sweatshirts carrying the message "Just Read It." For every shirt sold, the company will donate \$1 to LVA. The catalog also contains a description of LVA's activities and tells how to contact the organization. Moreover, for an indefinite period, flyers are being shipped with all orders, not just the shirt sales, which invite customers to make contributions to LVA. (For more details, contact Ann Bond, Levenger Tools For Serious Readers, 975 South Congress Avenue, Delray Beach, FL 33445, 407-276-2436; or Beverly Miller, Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214, 315-445-8000. For a free Levenger catalog call 800-544-0880.)



Nurse Greets Patient At Carolinas Medical Center

WHAT OTHER COMPANIES ARE DOING

GRANTS & IN-KIND HELP

ARCO OH & Gas recently donated \$2,000 to the Dallas County Adult Literacy Council to help individuals on public assistance who have studied for their high school equivalency diploma afford the cost of the GED test.

Aetna Life & Casualty, the Z. Smith Reynolds Foundation, the Charlotte (NC) Housing Authority, and the Charlotte Junior Women's Club are supporting "Prime Time," a new program of ReadUp Charlotte which encourages parents in public housing to become more involved in activities to increase literacy for themselves and their children.

BP Exploration and **ARCO Alaska** recently contributed \$25,000 and \$11,600 respectively to the Anchorage Literacy Project (ALP). A corporate spelling bee sponsored by the **Anchorage Daily News** netted another \$15,000 for ALP. Thirty businesses donated \$300 each to participate in the bee.

Bell Atlantic recently contributed \$5,000 to the Metropolitan Career Center, an adult education and training agency in Germantown (PA) which serves more than 400 low-income area residents each year.

Big Y Foods in Springfield (MA) selected the Literacy Volunteer Network (LVN) as the beneficiary of its 1992 Annual Charity Golf Tournament. Big Y has pledged an initial \$5,000 and will donate an additional \$5,000 if LVN can raise the equivalent in matching funds. A **MassMutual** "Volunteer in Action Award" of \$500 also went to LVN earlier this year.

Jewelry designer Sue Ellen Allen created the "Thousand Points of Light" commemorative pin presented to Barbara Bush at the Congressional Club's luncheon in her honor in Washington, DC in April. Ms. Allen's firm **Collectibles by Sue Ellen** is donating part of the proceeds from sales of replicas of the pin (and a smaller version used as a party favor at the luncheon) to the national Literacy Volunteers of America in Syracuse. The items will be sold through stores that carry the Sue Ellen line. On another front, **Chip & Cookie** Wally Amos, new mail order venture out of Hawaii, is donating 10 percent of the monies from its product sales to LVA.

Digital Equipment Progress Inc., and the Columbus (OH) Foundation are supporting the development of an in-house two-floor computer network for the program operations of the Columbus Literacy Council.

IBM Alamo Rent-a-Car Centel, the **Coors Family Literacy Foundation**, **Paragon Cable**, and **Pizza Hut** are corporate sponsors of the statewide family literacy initiative launched in February by the Florida Literacy Coalition (FLC) in cooperation with the State Department of Education. FLC's annual conference in March was supported by contributions from several other companies whose support enabled 33 new adult readers to attend the conference.

During National Literacy Week in September, **McDonald's** in Westminster (MD) ran related promotional efforts to heighten public awareness. Customers' tray liners were dedicated to literacy and gave the telephone number of the Literacy Council of Carroll County. Five cents of every sale of a designated food item at the franchise during Literacy Week was earmarked for the Council. **Aid Association for Lutherans**, a national insurance company, is also a 1992 contributor to the Council.

New York Telephone recently made a \$3,000 grant to help support the Parent Readers Program of the Center for Intergenerational Reading at New York City Technical College.

The **Noro Lindbergh Holding Co.** and **New Market Management Co.** donated space in a local shopping plaza for LVA-Metropolitan Atlanta's first annual used book sale in July. The five-day event netted \$3,800 for the organization.

Occidental Oil & Gas, **Coca-Cola Bottling**, **IBM Lyon's Indian Store**, **Oklahoma Natural Gas**, **Rosenstein, Fist & Ringold**, **Sooner Pipe & Supply**, **Southwestern Bell Telephone**, and **Telephone Pioneers of America** were among the sponsors of the 1992 Adult Literacy and Technology Conference held in Tulsa in July.

For the past three years, **The Printing Company** has been donating brochures, stationery, business cards, and tutor training materials to the Greater Indianapolis Literacy League. The Printing Company has also referred its employees to the League as volunteers and students, and has made office space available for tutoring activities.

Quarterdeck Office Systems, **Gillette**, **McDonnell Douglas**, and **Nissan Motor Corp.** are providing general support to California Literacy, Inc. and the **American Real Estate Group** in Stockton donated scholarship money for a new reader to attend the national Laubach conference in June. **Union Federal Savings Bank** makes a contribution for each individual or business opening a new account which stipulates that Cal Lit is to receive a credit for it. **The Southern California Booksellers Association** has contributed \$1,000 to help cover the costs of Cal Lit's quarterly newsletter, and a number of publishers represented at the **American Booksellers Association's** annual convention in Anaheim in May donated books from the show to the literacy group.

SmithKline Beecham contributed \$17,400 to the National Coalition for Literacy in early 1992.

Cable company **TCI of Illinois** donated \$10 for each hookup it made last November and December to the "Read to Learn" community literacy program of Township High School District 214 in Arlington Heights. **McDonald's Hamburger University** in Oak Brook hosted the Metro-Chicago Championship Adult Spelling Bee organized by four LVA affiliates. **McDougal, Littell and Co.**, an Evanston publisher, took top prize in the 15-team contest.

Two of the most successful corporate spelling bees—in terms of making money and creating visibility for literacy groups—take place annually in Northwest and Southwest Ohio. This year, the **Toledo Blade Corporate Spelling Bee**—in which **Toledo Edison** bested 22 other teams—raised \$27,000 for Read for Literacy. Last fall, in the **Scripps Howard Spelling Bee** for Literacy, **Union Central Life Insurance Company** vied with 27 competitors to win that event, which netted \$15,000 for the Greater Cincinnati Literacy Task Force.

U.S. West and **Intel Corporation** helped underwrite the fifth annual membership meeting of the New Mexico Coalition for Literacy held in Albuquerque in June.

Wendy's Restaurants celebrated the grand opening of its four Beaver County (PA) locations with a "Wendy's Cooks for Books" promotion in May to benefit the family literacy project of Adult Literacy Action (ALA) in Monaca. **B. Dalton Booksellers** donated shelving and equipment to ALA from its Beaver Valley Mall store that was being closed.

PLANNING AND AWARENESS

In cooperation with the Literacy Initiative of Central Ohio, **Consolidated Stores/Odd Lots** in the Columbus area launched a month-long campaign in April to increase public awareness about literacy and recruit volunteers and students. Blue ribbons distributed through Odd Lots locations carried

a "Columbus Reads" slogan and the READ-HOTLINE number for those wanting to offer their services or get assistance.

Dollar General, a discount retail chain with over 1,400 stores in 23 states, displays brochures at all of its locations together with a letter from the head of the company that encourages adults with poor basic skills to pursue their education through local literacy and/or GED programs. Individuals can request additional information via a postcard included in the brochure. The requests are received at the main Dollar General office in Scottsville (KY) and sent immediately to the appropriate state literacy office.

The **T.J. Lipton Company** sponsored a reception in June for the recipients of the Bergen County (NJ) Project PLUS Literacy Awards. **PSE&G MEM Inc.**, and **Union Camp Corporation** were the three honorees in the corporate category. **Corlote Plastics of NJ**, **CPC International**, **IBM**, **Lipton**, **MONEY Financial Services**, **Pepsi Cola**, and **SONY** received "Honorable Mention."

Polaroid/Inner City, Inc. was presented with the Excellence in Human Resource Development Award of the American Society for Training and Development at ASTD's annual meeting in June. Inner City, a wholly-owned subsidiary of Polaroid, was created over 23 years ago to help Boston's economically disadvantaged residents develop the key competencies and essential skills needed for employment. Participants are trained within an actual paid, full-time workplace environment and are involved in basic adult education classes, job readiness seminars, and counseling sessions on a daily basis. Since 1968, almost 2,300 Inner City graduates have been placed in jobs in manufacturing and high-tech settings, educational institutions, and the service industries.

In January, the **Seattle Post Intelligencer**, **Boeing**, television broadcaster **KIRO**, and the University of Washington co-sponsored a month-long public education and awareness campaign, "Crisis in the Work Force: Help Wanted."

EMPLOYEE BASIC SKILLS PROGRAMS

Cray Research Inc., headquartered in Egan, MN, is a manufacturer of computer systems with a worldwide workforce of 5,000. Its largest single worksite in Chippewa Falls (WI) has recently developed and implemented an education and training program called "Working Together to Make Things Better" for its 325 printed circuit production workers. A five-person team from the plant has identified the key competencies required for its production specialists of the future. Over the next two years, every production employee will be assessed and then work with his/her supervisor and a career advisor from Chippewa Valley Technical College to create a personal development plan. Cray's in-house courses are designed specifically to address the learning needs of its employees. Included are basic and technical skills upgrading and the development of problem-solving, decision-making, interpersonal, and team-building skills.

Pillowtex Corporation in Dallas, the largest manufacturer of decorative and sleeping pillows in the U.S., offers on-site ESL classes at various levels for hourly workers in its three operating divisions. A generic ESL curriculum is supplemented with company-specific materials that tie learning to the workplace. Employees attend class on their own time but, upon completion of a course, the company reimburses each worker one hour for every two hours spent in class and presents him/her with a certificate from Mountain View College, the educational provider. Since the program began in 1990, just over 300 people have participated. As a tribute to the program's success and the value it places on effective communication in the workplace, many supervisors, managers, and corporate personnel are enrolled in the Conversational Spanish classes.

AVAILABLE FROM BCEL

• The **BCEL BRIEF** contains bibliographic, curricular, and program referral information on specific topics in general or workforce/workplace literacy (\$5 each).

- #1-Selected References in Workforce & Workplace Literacy
- #2-National Technical Assistance Groups
- #3-The Hotel & Food Service Industries
- #4-The Health Care Industry
- #5-The Commercial Driver's License Test
- #6-Small Businesses
- #7-Computers & Literacy: Guides & Curricula

• **Workforce/Workplace Literacy Packet** includes a variety of materials that will be helpful to those beginning to investigate the development of workplace programs. It includes a selection of BCEL Newsletters, a collection of newspaper and magazine articles, Briefs #1 and #2, and other items. (\$20.00)

• BCEL's **National Directory of Key State Literacy Contacts** (1992-93) is an aid for the business and literacy communities. (\$25.00)

• In the U.S. and Canada, a subscription to the **BCEL Newsletter** is free; back issues are available at no cost for one copy and at \$1.00 a copy thereafter. Foreign subscriptions are U.S. \$25 annually, prepaid; back issues for subscribers are U.S. \$1.50 a copy, for nonsubscribers, U.S. \$2.50. *Articles may be reproduced in their entirety or quoted without permission but with attribution to BCEL; a copy of the publication in which the material appears should be provided to BCEL.*

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide for Literacy Programs** is a 54-page resource designed primarily for local literacy programs. (\$20.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers and others wishing to develop job-linked literacy programs in the workplace. (\$20.00)

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$10.00)

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.25 a copy thereafter.

• **INDEX TO BCEL NEWSLETTERS** is a 20-page organization, title, and name index covering Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. (\$5.00) [Note: A Supplement covering Issues 21-30 will be published in the near future.]

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (two volumes, one by David Harman, the other by Donald McCune and Judith Alamprese, 1985) assesses short- and long-term needs in adult literacy and recommends action for the public and private sectors (\$15.00 per volume or \$25.00 the set).

• **PIONEERS & NEW FRONTIERS** (by Dianne Kangisser, 1985) considers the role, potential, and limits of volunteers in combating adult illiteracy (\$10.00).

NOTES ON ORDERING: Where a charge is involved orders must be paid in U.S. dollars, requested in writing, and accompanied by a prepayment check made out to BCEL. Sales tax need not be added as BCEL is a nonprofit organization. Mailing is by the least expensive method.

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Business Council for Effective Literacy

1221 Avenue of the Americas — 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

LVA & LAUBACH REVISITED

Nearly ten years ago, BCEL's first newsletter surveyed the spectrum of adult basic skills providers in the country. Among those included were Literacy Volunteers of America (LVA) and Laubach Literacy Action (Laubach), the nation's two major voluntary literacy organizations. Adult illiteracy in the U.S. was rampant, with as many as 72 million adults judged to be severely deficient in their basic skills. But the problem was then largely hidden in shadow.

While the public knew little about the problem or how serious it was, a few organizations were valiantly trying to serve the waiting lists of persons seeking help. All had long waiting lists because they lacked the resources to meet the demand. Chief among them were Laubach and LVA.

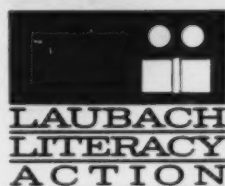
In the decade since, tremendous change has taken place in the national literacy environment. Public awareness campaigns have raised the national consciousness. Hundreds of new players have become involved—from government units to educational groups, to the media, to groups that have literacy in their names and those that don't, to researchers, and a host of others. Strides in literacy research have produced new knowledge. Legislation and public policy have officially acknowledged the magnitude and gravity of the problem, witness passage of the National Literacy Act and the new National Institute for Literacy.

LVA and Laubach continue to be among the most important players in the field, but they are often the least understood. Thus, BCEL thought it would be useful and timely to revisit them for a look at how they have been affected by the benefits and burdens of this decade of progress—and to learn about some of the challenges they face.

What follows, after some brief background information about each group, is an account, largely in interview format, of BCEL's recent visit to their national headquarters in Syracuse, New York. Peter Waite, executive director of Laubach, and Jinx Crouch, president of LVA, were the major spokespersons for their organizations, with several members of their staffs participating as well.

Who They Are & Why They're Unique

LVA and Laubach are both national nonprofit membership organizations with a strong and enduring mission. That mission is to help adults acquire or improve the basic literacy skills, including ESL, that are needed to deal with the tasks of their daily lives—and by so doing, to help them achieve broader personal goals and fuller participa-



tion in society. Both organizations are committed to the use of trained volunteers in their local and state affiliate settings to achieve this mission. The role of the national offices is to provide leadership, direction, technical assistance, and other support to

their members at the local and state levels where responsibility for providing actual tutoring services rests. Though there are important differences between the two organizations (as will become evident below), they are more alike than any other two organizations in the literacy world.

What distinguishes them from other programs? Clearly *their sense of mission*—but also the fact that *they serve what may be the most challenging segment of the adult learner population: persons at the bottom of the literacy ladder*—those who are unable to read at all up to those at 8th-grade level, with the majority below 5th-grade level. In effect, they fill a gap in the adult basic education network by serving students that ABE providers never reach or are unprepared to help. Indeed, their students are often referred to them by the ABE providers. Their unique strength is that they offer individualized instruction, whether in one-to-one tutoring or small group sessions, that is always built around the self-determined goals of the student.

They offer flexibility in scheduling, intensity and duration of study, and in sites for learning. They have close organic ties to their communities—with programs given in libraries, community colleges, fire stations, bars, department stores, prisons, churches, businesses large and small, community centers, hospitals, and private homes. Of special importance, *they provide a caring personal relationship* that can be instrumental in moving the student along to where she or he can succeed in a higher level ABE program or attain a high school equivalency diploma—and they serve as feeders for those programs.

The Laubach Story

Of the two organizations, Laubach is the larger. In addition to the business conducted at its Syracuse headquarters, its national network presently includes

(Cont'd on p. 6)

EDITORIAL

by **Harold W. McGraw, Jr.**
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

As this issue of the BCEL Newsletter goes to press, the political torch in Washington is about to be passed. The transition is an appropriate time to reflect on what has been achieved in literacy during President Bush's tenure and to look to its future.

The past few years have seen the launching of many highly significant new basic skills programs by several federal departments and agencies—notably the JOBS program of the Department of Health & Human Services, and the various grant and R&D programs of Education and Labor. We have witnessed the passage of the historic National Literacy Act of 1991, and seen literacy elevated to one of six national education goals by the President and the nation's governors at the Education Summit. We've achieved major advances in theoretical and applied research, and achieved increased funding for new and expanded programs in communities and workplaces across the country. There have also been many significant breakthroughs at the state level, with the increasing involvement of governors and business leaders.

The gains referred to represent a solid foundation on which to build, and it feels good to be looking to the future through such windows of opportunity as the greatly increased numbers of literacy grants, the innovative research studies taking place, and the new National Institute for Literacy, with its recently-appointed and strong Board available to provide direction and coordination. Also, it is encouraging indeed that as a leading member of the Education Summit and the National Governors' Association, President-elect Clinton has already shown real understanding and taken strong positions on literacy and its role in a competitive America.

To First Lady Barbara Bush we owe our special, heartfelt thanks. Her deep personal commitment and involvement in literacy goes back many years and has been a continuing source of inspiration to all of us. Her Barbara Bush Foundation for Family Literacy will continue right on with its activities, as undoubtedly will her involvement with other aspects of the literacy movement. But regardless of her future endeavors, it is difficult to adequately convey the tremendous good she has already done as the first lady of literacy by the power of her leadership, example, and caring.

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NEWS IN BRIEF

Federal Funding For Literacy In FY93

Funds appropriated for the key provisions of the National Literacy Act in FY93 (period beginning October 1992) are as follows: The *National Institute for Literacy*, \$4.9 million (up from \$4.8 million in FY92)...*State Literacy Resource Centers*, \$7.9 million (up from \$5 million last year)...*Basic ABE State Grant Program*, \$254.6 million (up from \$235.8 million last year)...*Family Literacy under Even Start*, \$89.3 million (up from \$70 million last year)...and *Literacy for Incarcerated Individuals*, \$4.9 million (down from \$5 million last year). The *Commercial Driver's License Program*, which received \$2.5 million in FY92, has zero funding this year.

(It is worthy of note that the *Even Start* program, which began as a direct federal grant program, shifted to the states in FY92 because federal funding exceeded \$50 million. It is also significant that allocations in the *ABE State Grant Program* will be based in FY93 on 1990 Census figures for the first time, rather than on 1980 Census data.)

Additional appropriations for programs of the Department of Education are as follows: The *National Workplace Initiatives Grants Program*, \$18.9 million (down from \$19.3 million in FY92)...*Department Studies Program*, \$3.9 million (down from

\$5 million)...*Library Literacy*, \$8.1 million (down from \$8.2 million)...and *Literacy for Homeless Persons* under McKinney, \$9.6 million (down from \$9.8 million). No funds have been appropriated for the Department's *English Literacy* program, which received \$1 million in FY92. The *Student Literacy Corps* is funded at \$5.3 million (down from \$5.4 million last year), and the *VISTA Literacy Corps* at \$5.0 million (up from \$4.8 million).

The *Vocational Education Basic State Grant Program* (Perkins) of the Department of Education is not a literacy program per se but it can include basic skills services. It is funded at \$973 million in FY93 (up from \$950 million last year).

Similarly, Titles II-A and II-C of the Department of Labor's *Job Training Partnership Act* (pre-employment training and job placement programs for disadvantaged adults and youths) have FY93 funding of about \$1.7 billion, slightly less than last year. Adult and youth programs are for the first time separate and discrete programs within Title II, with a bit more than \$1 billion of the funding allocated to adult services. For the first time in FY93, the Department of Labor has also received a \$700,000 appropriation for creation of a new National Center for the Workplace. (On the basis of a national competition, the DOL will award a grant or contract to a consortium of higher education institutions whose broad purpose will be to conduct multidisciplinary research and provide information and guidance on the relationship between economic, social, cultural, political, and technological change, and change in the workplace.)

Finally, the *JOBS* program of the Department of Health & Human Services is funded at \$1 billion for FY92-93 (with an undetermined portion to be used for job-related basic skills instruction for welfare recipients).

Federal Legislative Developments

• **The Head Start Improvement Act of 1992** (H.R.5630), which became law on October 7th, provides that Head Start agencies are to offer literacy skills training to the parents of Head Start children, either directly or through referral to outside education groups. Although overall funding for Head Start has been increased for FY93, no funds have been set aside specifically for this new provision and indeed the Act does not indicate if an agency

can provide fiscal support to the "referral" agency for instructional services given.

• **The Job Training Reform Amendments of 1992** (Public Law 102-367) makes a number of changes in the Job Training Partnership Act (JTPA). For example, as indicated above, adult and youth programs, which were previously lumped together as Title II-A, are now separate and discrete programs (Title II-A and II-C for adults and youth respectively), each with its own funding. Greater emphasis is given to basic and occupational skills training for adults, to longer-term instructional services, and to the participation of community-based organizations in providing local services. Moreover, *criteria for participation in JTPA have been more sharply focused on those in greatest need of help: Adults and youth must still be "economically disadvantaged," but 65% of adults must also have one or more other barriers (e.g. be deficient in their basic skills, have dropped out of high school, be on welfare) and 50% of youth must be out of school. A number of provisions have also been added to help assure program quality in instructional services, increase fiscal and program accountability, and foster coordination among school-to-work transition, adult literacy, and lifelong learning programs at the state level. The creation of State Human Resource Investment Councils is authorized to this end. The Councils would advise governors on human resource needs within their states and the most effective use of funds and services to address those needs.*

OPM Assesses Basic Skills Of Entry-Level Federal Employees

The U.S. Office of Personnel Management (OPM) is conducting an assessment of the basic skills levels of entry-level federal employees. In October-November 1992, after nearly three years of planning, 2,500 federal employees and 400 military personnel were given the "Workplace Basic Skills Prose-Document-Quantitative (PDQ) Subtest," a multiple-choice test designed by OPM and patterned in some respects after the testing instrument developed by the Educational Testing Service (ETS) for its National Adult Literacy Survey. OPM's test results are presently being compiled and analyzed, with the results to be known later this year. Once a benchmark has been established, OPM will periodically administer its test to detect changes in proficiency over time. OPM will also try

BOOKS

GIVE US

WINGS



THE CENTER FOR THE BOOK
LIBRARY OF CONGRESS

"Books Change Lives" is the theme of the 1993-94 reading campaign of The Center for the Book.

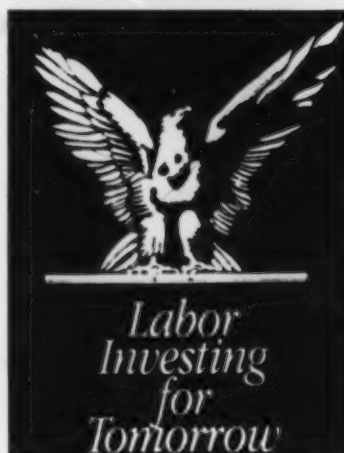
to determine whether there is a sufficiently strong correlation between its results and those of ETS (despite major differences in the two testing approaches) to compare the skills levels of entry-level federal workers with those of the wider population. OPM is developing a system through which the tested employees will be advised directly and confidentially about their test results and then referred to outside instructional services as appropriate. Services may eventually be offered in-house as well. The OPM effort is being funded by OPM and the U.S. Departments of Defense and Education. (For more details contact Mary Anne Nester, Research Psychologist, U.S. Office of Personnel Management, 1900 E Street NW, Washington, DC 20415-0001, 202-606-0880.)

California Literacy Fund Makes Library Grants

This past August, the California Literacy Trust Fund of the California State Library Foundation awarded some \$64,000 in two-year grants to four library-based programs: the *Santa Clara County Library*, \$11,280 for computer-aided literacy instruction in correctional facilities and recovery houses; the *South San Francisco Public Library*, \$7,200 for training tutors to develop multisensory lessons for use with adult learners; the *National City and Chula Vista Public Libraries*, \$20,229 for a whole-language writing program for adults in library literacy programs; and the *Escondido Public Library*, \$25,000 to train caseworkers to provide reading instruction to developmentally-disabled adults during home visitations. Funded by the **Bank of America**, the California Literacy Trust Fund was established in 1989 to support and help replicate promising regional or statewide library literacy programs. The first round of grants was made in 1991. The Bank raised money for the program through a marketing campaign in which a portion of the sales of new check products was contributed to the Fund. (Contact Paul Kiley, California State Library, 1001 Sixth Street, Suite 300, Sacramento, CA 95814, 916-324-7358.)

DOL's Third Annual LIFT Awards

In 1990 the U.S. Department of Labor established an award program called *Labor Investing for Tomorrow* (LIFT). Under the program, annual awards are given to recognize exemplary workforce literacy programs. The Department's 1992



LIFT awards were announced on September 29 and given in two specific categories: "Partnerships That Prepare Youths for the Workplace" and "Improving and Effectively Using Worker Skills." The recipients in the first category were: *Peninsula Academies*, Redwood City, California; *Naval Aviation Supply Office*, Philadelphia, Pennsylvania; *Leyden Community High School District 212, Hotel and Travel Services Program*, Franklin Park, Illinois; and *Northwest Suburban Career Cooperative Tech Prep Degree Program*, Palatine, Illinois. The second group of recipients were *Sewanhaka Central High School District*, Elmont, New York; *The Brenlin Group*, Akron, Ohio; *American Electric Cordsets*, Apple Creek, Ohio; and *Cascade Engineering*, Grand Rapids, Michigan. (For more details contact Arlene O'Connor, Policy Analyst, U.S. Department of Labor, 200 Constitution Avenue NW, Room N4649, Washington, DC 20210, 202-219-0281.)

Recruiting Ethnic Tutors For California's Literacy Programs

Volunteer tutors in California's literacy programs, like most volunteers across the country, are primarily white, and the 85 libraries that belong to the California Literacy Campaign have long wanted to attract more tutors who represent the ethnic and racial mix of the populations they serve. Last August, to try to achieve this goal, the Campaign launched a statewide tutor recruitment drive with particular emphasis on Hispanics and Blacks. This *Literacy Campaign for Ethnic Tutors*, as the effort is called, is based on a successful two-year pilot in San Diego (funded by the U.S. Department of Education) in which

ethnic tutor participation was nearly doubled. The pilot was built around the results of a series of focus group meetings with ethnic community leaders, current tutors, and other interested persons in the San Diego area. It was found, for instance, that among the groups the local libraries most want to reach, people under 40 are in general more likely to be interested in working to change someone else's life while people over 40 are more interested in changing their own lives. It was also found that these groups were more likely to be attracted to tutoring if they perceived the effort to be organically tied to their own communities and needs rather than imported from the white establishment, and if they were asked to "lend a hand" or "remember what it was like when someone helped you," rather than to "volunteer" their time. As a result of this kind of community input, it was possible to develop a multimedia campaign that had real meaning to the potential tutors and that showed respect and understanding for them. To give just one example, the language used in some of the ads was designed to appeal to both age groups: "Three hours a week can change your life...and the life of another." The statewide campaign, which is using the materials developed in the pilot, depends primarily on in-kind and pro bono contributions from ad agencies and the media, and it is being supported by the **California Broadcast Association**, which encourages radio and TV participation. (For more details contact Paul Kiley, California State Library, 1001 Sixth Street, Suite 300, Sacramento, CA 95814, 916-324-7358.)

Across Currituck Sound

The College of The Albemarle in Elizabeth City, North Carolina, serves a seven-county region of that state, offering literacy education at a learning lab on its main campus. But for residents of Knotts Island, who live a 45-minute ferry ride away in Currituck Sound, the commute is inconvenient and nearly impossible on a regular basis. For that reason, many of the Island's residents do not have a high school diploma. In 1991, because the islanders couldn't come to the College, the College decided to take adult basic skills and GED classes to them. Permission was also obtained to take the GED test across to the island. The College has since been providing a local instructor to teach the classes

(Cont'd on p. 4)

NEWS IN BRIEF

(Cont'd from p. 3)

and a mainlander travels to the island to administer the GED test as students are prepared to take it. The first ABE/GED class had 18 students, nine of whom earned their GEDs last year. (For more details, contact Mary Partin, Director of Literacy Education, College of The Albemarle, PO Box 2327, Elizabeth City, NC 27906-2327, 919-335-0821, ext. 247.)

Finding Fun In Fund Raising

Last August, LVA-Hampshire County in West Virginia tried out a new awareness and fundraising idea: a pet and owner look-alike contest. The contest was held in the Hampshire County Homemakers Club booth at the county fair, where pictures of the pets and their owners were displayed. Fairgoers paid a penny to vote for their choices—and they were also offered LVA literature. While the event cleared only \$50, LVA-Hampshire County's president, Kathy Smith, considers it a success because it generated a great deal of interest

in LVA. She plans to repeat the event next year and hopes to see participation—and profits—increase over time. (Contact Kathy Smith, RR1, Box 66, Augusta, WV 26704-9722, 304-496-7720.)

Lila Wallace Fund Awards Literacy Grants

The Lila Wallace-Reader's Digest Fund is one of the largest private foundations in the country. It is devoted primarily to the support of the performing, visual, and literary arts, but may be on the verge of expanding its scope. For the past year, the Fund has been consulting widely with adult literacy professionals around the country to explore a possible new grant role in this area of educational need. Although the particulars of a grant program are still being considered, recommendations are expected to be made to the Fund's board in the first half of 1993. Regardless of the outcome, however, based on its early investigations of need the Fund made one-time invitational grants this past November to four literacy organizations for projects of national significance. The *Southport Institute for Policy Analysis* received \$300,000 to carry out a comprehensive analysis of the status of ESL program delivery in the U.S. and to develop a strategic plan for overcoming barriers to ESL service. The *National Center for Family Literacy* was awarded \$207,069 to develop a plan for creating a national network of family literacy programs. The *Literacy Resource Development Center* in Illinois received \$157,440 to develop a statewide model of possible national use for delivering technical assistance to community literacy programs. The *Corporation for Enterprise Development* was given \$200,100 to help develop strategic action plans for statewide literacy efforts in Oregon, Iowa, and North Carolina.

Third National Literacy Honors Event

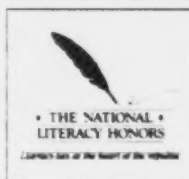
Under the sponsorship of the National Coalition for Literacy and Project PLUS, seven individuals were recognized at the third National Literacy Honors event held in the East Room of the White House on November 22nd. The evening of entertainment and celebration was hosted by President and Mrs. Bush and filmed by ABC-TV for national broadcast in December. On hand for the event were such entertainers as Delta Burke and Gerald McRaney, Naomi Judd and Eddie Van Halen, and the U.S. Marine Band. The three adult learners receiving awards were

Billy Duvall of Park City, Kentucky, a former trucker who was injured on the job and retrained for office work...Tony Hernandez of Pasa-

dena, Texas, a foreman at an Exxon plant in Baytown who went through the company's literacy program and acquired his GED...and Regina Osteen Lynn of Mars Hall, North Carolina, a single mother of four who enrolled in a family literacy program and is now in college. Honored for leadership were Melia and Hartley Peavey, CEO and President of Peavey Electronics in Meridian, Mississippi (for provision of a quality workplace literacy program for Peavey employees); Frank X. Gordon, Jr. of Phoenix, Arizona, Chief Justice (ret.) of the Arizona State Supreme Court (for creation of learning labs around the state to which judges may send offenders as an alternative to jail); and Kurt L. Schmoke, Mayor of Baltimore, Maryland (for his involvement in expanding the number of literacy centers in Baltimore from six to 37 and for promoting literacy in other ways). Each honoree received a medal and a certificate.

America 2000 Coalition Formed

In September 1992, the formation of a new nonprofit "America 2000 Coalition" was announced at the National Press Club in Washington. Among the 51 national organizations signed on as founding members were three literacy groups: Laubach Literacy Action, Literacy Volunteers of America, and the National Center for Family Literacy. Trade associations, businesses, and a wide range of education and nonprofit organizations were also on the roster. According to Edward Donley, the former CEO of Air Products Inc. who serves as Chairman, the Coalition came into being at the suggestion of President Bush and Secretary of Education Lamar Alexander. Its broad purpose is to encourage local organizations to work together to advance one or more of the six National Education Goals. The Coalition, which has funding from several private sources, will serve as a resource to the more than 1,700 local coalitions being organized across the country. Local literacy groups will be called upon to join the adult literacy activities of these coalitions. (For more details, contact Leslye Arsht, President, America 2000 Coalition, Inc., 1825



CORRECTIONS

In "Skills Upgrading For D.C. Cafeteria Workers," the article on pp.12-13 of the October 1992 Newsletter, the name of the training arm of the AFL-CIO should have read "The Human Resource Development Institute."

Two photographs in the October 1992 Newsletter were accidentally reversed in their placement and should have been shown as follows:



Students And Teacher In Northampton County Prison Family Literacy Project For Fathers (Photograph By Tim Gilman)

NEWS IN BRIEF, "Fathers In Family Literacy," p. 2



Nurse Greets Patient At Carolinas Medical Center

CORPORATE LITERACY ACTION, "Nurses At Carolinas Medical Center Collaborate To Improve Patient Care," p. 14

K Street NW, Suite 1010, Washington, DC 20006, 202-835-2000.)

And Other News...

- **Illinois Governor Jim Edgar** has signed into law a new state Literacy Act which incorporates the goals and programs of the National Literacy Act. Among its key provisions are creation of a Literacy Services Fund for receipt of new federal literacy money...designation of the Illinois Literacy Council as the statutory body responsible for coordinating state literacy activities and policy development...and an income tax check-off program to raise money for a Literacy Advancement Fund to be placed at the disposal of the Literacy Council.

- The U.S. Department of Education recently awarded some \$8.2 million in FY92 grants to 256 libraries across the United States under its **Library Literacy Program**. The funded projects run from October 1, 1992 to September 30, 1993.

- In October, at Ford's Theatre in Washington, D.C., Walter Anderson, editor of *Parade Magazine*, gave a one-man performance of "Talkin' Stuff," an evening of storytelling, to benefit Literacy Volunteers of America and the National Center for Family Literacy. With tickets at \$500 each, the evening raised about \$40,000 for the two groups (\$20,000 each).

- As the result of a "News In Brief" item in BCEL's April 1992 Newsletter, the Literacy and Health Project of the **Ontario Public Health Association** in Toronto received about 1,000 documents for its collection of easy-to-read health care materials and a computer program for cataloging the collection. The materials are now located at ALPHA Ontario, a resource center for people working in adult literacy. They are available on a loan basis to Ontario residents.

- On November 24, in a ceremony at the White House, the **Barbara Bush Foundation for Family Literacy** announced its third annual round of grant winners. Sixteen organizations received a total of \$502,650 in grant funds.

Conferences, Seminars & Workshops

- The Correctional Education Association, the American Correctional Association, and the PBS Adult Learning Service are co-sponsors of two satellite video conferences about **Literacy Training for Incarcerated Youths and Adults**. The con-

ferences are for literacy volunteers and reading teachers, who gather at 100 sites across the country. The first conference, held last November, concentrated on assessment and evaluation. The second, dealing with instructional techniques, is scheduled for April 15. Contact Steve Steurer, Executive Director, Correctional Education Association, 8025 Laurel Lake Court, Laurel, MD 20707, 301-490-1440.

- The National Center for Family Literacy will hold its **Second National Conference on Family Literacy** in Louisville, Kentucky, from April 18-20. NCFL also conducts

training workshops on various family literacy topics for teachers, administrators, and policymakers. NCFL is able to schedule the workshops either in Louisville or at on-site locations. Contact NCFL, 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449, 502-584-1133.

- The annual conference of the **Commission on Adult Basic Education (COABE)** will be held in New Orleans, Louisiana, from June 7-11. The conference theme this year is *Literacy and All That Jazz*. Contact Sidney Bellard, 2405 Garden Drive, Meraux, LA 70075, 504-277-6123.

NATIONAL INSTITUTE UPDATE

Marking the end of its first year of operation, on October 8th the National Institute for Literacy made its first round of research and demonstration grants. In a national competition yielding more than 600 proposals, 36 recipients got grants averaging \$87,600, for a total of \$3.2 million.

Grants were given for projects based in 19 different states, with multiple awards going to California (5), Massachusetts (4), District of Columbia (3), New York (3), Pennsylvania (3), Illinois (2), Montana (2), and North Carolina (2). The recipients were primarily state and local organizations, although a few national literacy groups were funded as well. One-third of the grant projects deal in one way or another with family literacy. Prominent among the other two-thirds are ESL, workplace literacy, and staff development and training. On November 16, the Institute brought all the grantees together in Washington for purposes of information exchange and networking.

During its first year the Institute also allocated nearly \$1 million to interagency projects and outside planning contracts, as follows: *The Administration for Children & Families of the U.S. Department of Health & Human Services*, \$400,000 for a series of 10 regional literacy planning conferences; the *U.S. Department of Labor*, \$250,000 for a project to coordinate the Department's technical assistance to small businesses with that of the Institute's; the *U.S. Department of Education/National Governors' Association*, \$100,000 for a two-day national conference of state-level applicants for state literacy resource center grants; and the *Logistics Management*

Institute of Washington, D.C., \$227,000 for two projects to help plan the Institute's organizational structure and its computerized information systems.



Franmarie Kennedy-Keel

A number of small discretionary projects were also carried out by the Institute in FY92, including financial and technical assistance for the

United Nations Adult Literacy Conference in August.

The Institute's second year of operation will reflect the active role of its new Board. Nine members were confirmed by the Senate in October. They were officially sworn in by Supreme Court Justice Antonin Scalia on November 19 in a special ceremony at the White House involving First Lady Barbara Bush and Secretary Lamar Alexander.

The Board went immediately from its swearing-in to a two-day meeting with Interim Director Franmarie Kennedy-Keel, other Institute staff, and invited guests. Among the actions taken by the Board during this session was the election of Badi Foster (AETNA) as its Chair and of Sharon Darling (National Center for Family Literacy) as its Vice-Chair. The Board also set in motion a national search for the Institute's permanent director. It hopes to have a recommendation for the Interagency Group by early March.

(For more information, contact National Institute for Literacy, 800 Connecticut Avenue NW, Suite 200, Washington, DC 20006, 202-632-1500.) ■

LVA & LAUBACH (Cont'd from p. 1)

some 900 local programs in 46 states and the District of Columbia, and 22 state-level programs. These groups are collectively serving 147,000 students with 98,000 tutors. (Last year, calculated at \$10 an hour, volunteers in the system contributed some \$65 million worth of service.) By contrast, a decade ago state and local Laubach groups were serving 30,000 students with 25,000 volunteers. There were then 350 local programs and 10 state programs. Domestic program services were carried out on an operating budget of about \$1.4 million—it is now some \$3.4 million—with a staff roughly a third of the present size.

Central to the revenues of Laubach's domestic program is New Readers Press, a division of its parent organization, Laubach Literacy International. The Press specializes in teaching/learning guides and workbooks, as well as fiction, mysteries, fables, and the like—all geared to the low end of the adult reading market, zero to 8th grade. Recently-launched efforts include a Spanish language and ESL series and materials for family literacy, workforce education, and other segmented markets.

New Readers Press is a revenue-generating enterprise in competition with mainstream publishers. Its sales last year to 50,000 customers totaled \$8 million, up from \$2.5 million a decade ago. (Some 20 percent of its market is comprised of local voluntary groups; the rest is made up of prisons, school systems, churches, libraries, and all kinds of other users.) More to the point, about one-third of the profits from New Readers Press are turned back to support the domestic program budget of Laubach Literacy Action, covering 60-70% of all domestic program costs.

Q. Aside from numerical growth, where has Laubach Literacy Action come in the past 10 years and what is different for you now?

A. We are virtually a different organization, radically changed in our governance system, instructional methodology, and membership structure. We've made primary changes that are very dramatic and not yet well understood outside the organization.

Governance. Our governance system now gives Laubach members at the local level an active voice in determining policy. We're not run by folks who sit here in the national headquarters and identify needed change and pass it down. Our national steering committee is a nine-member body elected by the membership. It serves for three years and is accountable to the board of Laubach Literacy International, of which Laubach Literacy Action is a division. Steering Committee members tend to be volunteers involved in the leadership of their own state and local programs. They also include new readers, former students who came through our programs and learned to read as adults—two are on our board right now. The design provides for linkage between the Steering Committee and the service delivery people, and there's constant feedback and flow upstream from the local group members and their elected representatives. Thus, it's also at the local level that training, tutor certification, and the content of the training are determined. Laubach's

products and services are generated from that bottom-up system.

New Instruction. One of the fundamental changes that percolated up from the grassroots is a more open instructional philosophy and methodology. Back in the 60's, when there was a strong drive for recruiting and organizing volunteers, it was widely questioned as to whether volunteers could teach people how to read. So to ensure quality training, we standardized and formalized it. We made the training specific and geared to a particular method—the *Laubach Way To Reading*, a sequential skills curriculum that is heavily phonic in nature.

With the tremendous attention to literacy in recent years, however, thousands upon thousands of new people came into literacy, and they were enormously diverse. The local groups were over-



Peter Watta, Executive Director, Laubach Literacy Action

whelmed with the demand for services. What they found was that to really meet the demands they needed more than one way of doing things. No single method or approach was able to meet the needs of all students at all times in the learning process. So in the past few years we've formally changed the training to make it more generic. Local practitioners can now use the Laubach method or any other method of their own choosing, depending on what works best in their situation. Before, we said: "This is the way to do it." Now we're saying: "Here is what you have to know to do it well. Adapt it to meet your needs at the grassroots level, stay in touch, and we will assist you in the process."

Change In Membership Structure. Formerly, our membership was restricted to programs that used the *Laubach Way To Reading* approach. A Laubach program could be identified by that methodology. No more. Now membership is open to any nonprofit literacy programs that use volunteers. They can be autonomous and freestanding group members or they can be our groups embedded in other organizations. In the past, they tended to be based in a church or supported by a service group like the Junior League or the American Association of University Women. Now we're seeing programs based in businesses, public schools, social and public service agencies, prisons, libraries, Y's, and ABE programs. You name it. The point is, our groups are no longer configured as one single model. The only common elements among Laubach members today are that they support our literacy role in the U.S., that they deliver literacy instruction primarily through volunteer tutors, and that they are nonprofit.

Developing The Role Of New Readers. Another major new thrust for us is promoting the role of new readers, and we're very active in it. We initiated the first New Readers' Congress in 1987. It was the first time these former students had come together. They came from all over the nation

to discuss issues and experiences. There have been two biennial Congresses since, with another planned this year. In the last two, Laubach partnered with LVA, ABE, and other sponsors.

The new readers are a very valuable resource. They energize local programs through organizing and student support groups, and through fundraising and community advocacy activities. They publish and speak at local and state gatherings. They also work as tutors. They're walking ads to demonstrate the empowering effects of literacy. They're an inspiration to others and take great pleasure in helping new learners as they themselves have been helped.

Data Gathering. Our process for gathering statistics used to be rudimentary, but it has become more sophisticated over the years. This relates to issues of accountability and we're trying to persuade our affiliates to be more conscientious about it. Among many reasons for its importance is that good data help us to identify the needs we should target in the development of materials and training.

Q. Has the makeup of your pool of volunteers changed, and how?

A. Ten years ago the majority of our volunteers were white middle-class women who had discretionary time to give. Now it's a much more varied cadre—more men, more professionals, more people of color, younger people. This comes in part, of course, from our greater diversity of program settings and types.

Q. As a national membership organization, one of your primary functions is to provide technical assistance to your members. What kinds of assistance do you provide, and how is this role different than it used to be?

A. We're being called upon to respond to thousands of more requests for information. Our information center churns out all kinds of brochures and leaflets. With the heightened national awareness, people don't know where to go for information, so they're writing and calling and faxing and visiting us in unprecedented numbers. We're responding as best we can, even though it's putting a strain on the organization because there often is no remuneration for such services. Ten years ago we were responding primarily to local individuals wanting to start Laubach tutoring programs and asking us to help them do that. Now all kinds of entities concerned with literacy ask us for information: government agencies, corporations, small businesses, community groups, service organizations.

Another major area of technical assistance help is the whole area of training. We at the national level are always mindful that our people are out there doing the work, and that our job is to support them to the maximum possible.

We maintain a network of from 4,000 to 5,000 volunteer literacy trainers around the country whom we train and who in turn work at their state or local levels to train the tutors who actually instruct adult learners. To deliver help efficiently we have a system that involves state and regional workshops, apprenticeships in which new trainers work with supervising trainers, a certification system, and materials up and down the line for workshop leaders and participants.

We have a voluntary advisory committee—it's an important part of our governance structure—that helps us make training decisions. The national staff listens to them and designs the services accordingly. We also learn by going out into the field ourselves—our travel budget is a big one—so that we can see firsthand what's really happening.

Right now, we have new generic tutor training materials nearly ready. One of our most important tasks will be to equip trainers in our national network with the know-how they will need to adapt the new materials effectively to local program use.

Program Management. Another category of technical assistance that has taken on increased importance is program management. In fact, a key focus over our next five-year period is to improve our services in this area. We have nearly 1,000 state and local program managers who need all the help they can get in how to run their programs, raise funds, do public relations, manage tutors and students, develop local partnerships, and the like. The majority are volunteers, though some are paid staff because when you run a volunteer program with more than 50 people, you've got to have the continuity that's possible only through paid staff.

We don't believe the national office should dictate what is most effective at local levels. But to expect a local program to take certain steps or make certain decisions without guidance or assistance is to promote failure. We in the national office are committed to providing a framework and tools to help them. Assessment instruments to help them decide which instructional programs to use or a tutor training model that allows them to use different instructional materials are just two examples of the kinds of things we can provide.

Workshops, Seminars, Conferences. Workshops are a major way to help local programs deal with all kinds of important topics. We have a workshop/workbook series that looks at such questions as how to run a board orientation, how to recruit a board in the first place, how to establish agendas for board meetings, how to develop fundraising strategies, deal with long-range planning—the nitty-gritty questions to which program managers need and want answers. Right now we're working on an assessment seminar to deal with questions and issues that program planners and managers should be aware of in that area, for example the relationship between assessment and accountability.

Our work with new readers is another activity that places new demands on us. Now that we've seen the extraordinary effects of their involvement—attrition rates drop when new readers are involved with each other, for instance...they bring a whole new dimension to boards, fund development and public relations...or they start book clubs and social events—we've reorganized our staff to make a person responsible full time for new reader development. We're also putting out a quarterly newsletter for new readers, in addition to the one we publish for program managers.

Another network we work closely with is our state members. We provide them with the kinds of help I've just been talking about, but we also co-sponsor events or conferences that help to bring together people within the states for better internal networking and communications. Of course this and all of our other technical assistance is buttressed by the supporting materials and products of New Readers Press.

Q. As you look to the future, what's the single most critical problem you face?

A. Money. The changes we've made in recent years have resulted in a significant increase in the quantity and quality of local services. Along with this increase in service has come an increased pressure on local programs to manage themselves better. It's clear that expanding and/or improving the quality of local literacy efforts in the future will be possible only with a strengthening of local program management capabilities. Our new initiatives in tutor training, program management, ESL, family literacy, workforce education—these are all critical areas of need. To implement them fully, we'll need \$4 million in additional funding over the next two to three years. When we look five years out, the ESL figure alone is \$5 million.

Q. What are Laubach's present sources of revenue?

Last year, our non-publishing revenues came to \$1.7 million. Of that, 20% came from corporations and foundations, 50% from individual donors, 15% from bequests and trust arrangements, and 15% from churches and other organizations. Membership dues, which are \$50 a year for each program and \$10 for individuals within the programs, provided only about \$150,000. As you know, the bulk of our revenue comes from publishing, but if we're to carry out the new urgencies, we'll have to concentrate much more heavily on individual, corporate, and foundation giving. That is our plan.

Q. Do you receive any money from public sources, federal or state? Or through the new National Institute for Literacy?

A. No. As a national volunteer organization we're told we have no priority for public funds. Moreover, we are not even in the game because the Adult Education Act is administered through the states. As a consequence, we're caught up in a kind of Catch 22. Everybody is willing to give us accolades and recognition as long as they don't have to give us any money. And as a national technical assistance organization, it's especially difficult to raise funds in the private sector. Even though it's the fuel that drives the entire national operation, technical support is not dramatic or glamorous enough for many of these donors. On top of that, potentially large donors, like businesses, usually prefer to do their giving closer to home, at a local or state level.

The LVA Story

This year, LVA celebrates its 30th anniversary. It was launched in Syracuse, New York when one volunteer, Ruth Colvin, was shocked to discover the large number of adults in her community who couldn't read. With the help of funds from her church, she put together training materials and recruited other volunteers to tutor and manage a local literacy program. The word spread and LVA has since become the nation's second largest nonprofit volunteer literacy program.

The LVA system presently includes 466 affiliates in 44 states and the District of Columbia, and 11 state-level organizations. In the past year, some 65,000 adults have been tutored in basic reading and English as a second language through an

LVA corps of 55,000 tutors and administrative volunteers. Like Laubach, LVA has experienced years of intense growth. A decade ago, 11,780 students were taught by 17,380 volunteers, and there were 126 local affiliates and 9 state organizations.

LVA's operating budget last year (not including its publishing program) was \$1.6 million, or about four times that of a decade ago. (Valuing their time at \$10 per hour, volunteers throughout its network contributed more than \$28.2 million worth of services last year.)

From the very beginning, LVA's philosophy and system of literacy instruction has been holistic in nature. LVA uses a whole-language approach that takes account of the entire world of the learner and is based on authentic materials drawn from the learner's interests, goals, and real-life experience. The approach aims to help learners in a manner appropriate to their own particular learning styles and abilities.

LVA is governed by an elected board of 40 members. They are the presidents of each state LVA board, corporate executives, representatives of libraries and other adult education bodies, members of their local volunteer networks, and new readers.

LVA also operates a publishing division devoted chiefly to the production of materials for the support of its trainers, tutors, and program managers. Some 50% of its sales, however, are to non-LVA affiliates. Beyond its own network, LVA supplies correctional, library, adult basic education, and other literacy programs with its materials and consulting services. A recent example is its collaboration with *Baby Talk Magazine* and the American College of Obstetrics and Gynecology to publish *Baby On The Way: Basics*, a new magazine for first-time parents with low reading skills. Last year, LVA's publishing sales came to about \$1 million, up from \$154,000 nearly a decade ago. About 44% of its operating costs are covered by income from the sale of its publications.

Q. Where has LVA come in the past 10 years and what's different for you now?

A. Greater Need For Paid Staff. For one thing, while more people are volunteering than ever before, because of changes in society—increasing numbers of women in the workforce, for example—fewer people can give substantial amounts of time. In the 80's our number of students grew seven times but our affiliates increased in number just under four times—which says that each affiliate is serving many more students per unit of resources. Moreover, an affiliate is no longer just a woman working out of her living room. Every affiliate now has a permanent office and a phone listed with the name of the organization. Expectations have increased. There are demands now for record keeping, assessment, reports to funders. So to provide consistency and continuity we've substituted some paid staff for volunteers, as many as eight or ten people in some of the larger affiliates.

Greater Breadth and Depth of Service. As times have changed, so have the needs and the strategies to address them. For example, we find that we're called upon to provide more and more sophisticated services. Since we're committed to the personal growth of our students, to helping them

(Cont'd on p. 8)

LVA & LAUBACH (Cont'd from p. 7)

achieve their broader goals, we make referrals to resources in the community for job counseling, housing, childcare, and the like. We've had to expand the networks with which we collaborate and move into specialized program areas, such as family literacy.

We need to keep in touch with new knowledge in the field and make appropriate adjustments in the way we think and operate. For instance, research shows that, for many students, working together rather than in isolation is more effective. This is true not just for ESL students, but for those in basic reading. So we have added small-group tutoring, sometimes in place of, sometimes in combination with, the one-to-one. This has required us to develop new materials and training modules. We also have to keep up with the new technologies available to us. We are using computers and videos to a much greater degree than ever before, for both instruction and program management.

Public Policy. We've become increasingly active in the national and state public policy arenas. We stay in touch with key staff in the Congress and the executive branch. We coordinate our public policy activities within our state and local network, but also outside it with other organizations involved in literacy. In the past three to four years we at the national level have worked extensively with the Congress and the national literacy community for passage of the National Literacy Act. I myself am now a member of the board of the new National Institute for Literacy. We keep our membership informed through public policy workshops and a public policy newsletter. As might be expected, our engagement in public policy has by implication changed the way we work. We've had to become a voice in the national arena now that the literacy field and literacy issues have become so complicated, but it's a drain on our resources—and of course our most important role is and has always been technical assistance to our own affiliates.

Q. How does a local affiliate get formed—by outreach from the national office, or by a closer-to-home contact? Why does one become a member of LVA and pay an affiliation fee?

A. The national office does not play an aggressive role in organizing affiliates. Usually the spark comes from the local community. However, we do get calls saying, "I read something about literacy and I'd like to help," in which case we send out literature and refer the caller to our state office or other suitable group within a state or locality.

Programs become affiliated with us in part because we give them instant credibility and recognition. We have a good reputation and our seal of approval gives them more clout than they'd otherwise have. Of course, we expect them to meet certain standards and to operate effectively—and we provide them with technical assistance to assure that.

Our affiliation fee—programs, not individuals, are members—is based on the number of active volunteers in a program. The smaller programs pay less than the larger ones. The range is from \$100 to \$1,000 a year, with most paying at the low end.

Member fees are very important to us, though they cover less than three percent of our costs.

Research & Development. R&D is probably our major contribution. With our own staff and the help of outside professionals, we develop core training materials at the national headquarters—the basic literacy handbooks, the ESL guides, and the management materials that are used throughout our network, and by other groups as well. We



Helen "Jinx" Crouch
President, LVA

absorb all the development costs. We provide the training for our trainers so that each program doesn't have to reinvent the wheel in giving tutors a sound command of how to teach. We also provide in-service training, especially as it relates to the roll-out of new materials. We provide consultations in problem-solving, mostly at the state level.

We convene an annual conference for the exchange of new learning and other information. Increasingly, we're providing guidance not just in how to operate a tutoring program, but in resource development and public relations. We provide recognition events and produce a newsletter for communication among our local programs.

Q. What's your most critical problem?

A. Lack of financial resources—that's our biggest one. It's almost a survival issue. We have expertise and program ideas that we should develop to enhance our offerings to people and we have new projects and products ready to go, but many are stalled for lack of funds. It all comes back to money. And it isn't just we at the national level who are fighting for survival—it's also our state-level groups.

State-Level Support. It's very important in the LVA system to have a middle level of support, something between the local affiliates and our national headquarters. The fullest example of that would be our state-level offices. They're out there on a continuing basis to respond to conditions within that state, to support the affiliates that exist, and to generate new programs in underserved areas. By being a constant force for volunteer literacy, they can build ongoing relationships with the public agencies and other state groups. But right now, their financial base is very tenuous.

You'll notice that we have only 11 state-level organizations—just two more than we had a decade ago. That's because it's so hard to get money for that kind of support function, where services don't go directly to adult learners but to affiliate programs. As a result, we've developed an alternative mechanism to help local affiliates. We've organized a corps of specially-trained volunteers—we call them Volunteers in Technical Assistance or V.I.T.A.'s—to go into the field to do training for us and to provide general technical assistance. These V.I.T.A.'s are specially-skilled, experienced people drawn from the local and state LVA network. They have diverse backgrounds—some are reading professionals, others are expert in materials development, others are or have been managers of local programs. They serve in effect as adjunct staff,

not only extending our outreach but greatly enriching our services.

At the state level, our offices have had to cut staffs, sometimes their field services person, in order to concentrate on fundraising so as to stay afloat. So the V.I.T.A. approach is also being replicated there. Because these volunteers function as unpaid staff, they are making it possible to keep the state operations running. Of course, while they serve mainly on a voluntary basis at both the national and state levels, there are still real costs in using them. Some get stipends, for instance, and expenses, and there are training and supervisory costs.

Program Management. Our present focus at this point is on improving quality among our affiliate programs. To that end, we are working to help them strengthen their management systems—a matter that ripples out into accountability, the capacity to do program evaluations, and effective long-range planning. We've produced a revolutionary handbook based on a "50/50 management concept." It is a fundamentally new system that will provide the basis for our management training for the next several years. It holds that 50% of the local program's resources, energy, time, and dollars should be spent on recruiting people, and the other 50% on keeping them. If you just train tutors and match them with students, you're going to lose the whole thing. That's what's been happening in some programs. The handbook is a good tool and it's making the lights go on in some people's heads. It's also a good example of collaboration within our own network. It was developed and field tested by our New York State LVA affiliate, with our national office having responsibility for publishing it and for dissemination. We're rolling it out now, using corporation and foundation grants to train a cadre of trainers who will fan out to the local programs with it.

Assessment. Although there has been a strong voluntary literacy movement for decades, there's been little research until the past few years about the effectiveness of these programs. We recently finished developing a literacy assessment tool for our affiliates. The subject is a formidable one and it has taken us three years. The new system is designed to provide tutors with the information needed to design effective individualized programs and then to measure learning achievement depending on a learner's interests, goals, needs, and strengths. To get a whole picture, a variety of multiple measures are needed and the new assessment tool provides them. Not that measuring student progress is new to us. We have always had pre- and post-tests. But this is a push for continuous assessment by the tutor, using interviews, observations, building a portfolio that shows writing samples, and so on. Understandably, many volunteer tutors feel their job is to teach and not to fuss with all this, so we have developed a system that is user friendly to encourage them to use it.

Assessment is a new pressure on us only in part because outside forces are insisting on proof of program effectiveness. It has also become important because we ourselves need to conserve resources. We need to nurture the programs and practices that are doing well, and use that information to guide local programs into better performance. In the end, that's in everyone's best interest.

So using research that has come from the universities and the literacy field, we have made this major

effort to improve our system. Unfortunately, our new assessment system is now ready for field testing but on hold until we find the dollars needed to move it forward.

Q. How is LVA now being funded?

A. Forty percent of our income is from the sale of our publications. About 30% is from foundations and corporations. Individuals contribute 15%, and another 15% is from federated campaigns—tie-ins with other fundraising sources such as United Way, or the Combined Federal Campaign which is a “united way” for federal employees. Our plan over the long term is to focus on building an individual donor base. We will be mounting a direct mail campaign to over 100,000 people to inform them of the problem of illiteracy and ways LVA can help them get involved. And we will increase our cause-related marketing ventures where we work cooperatively with a company's marketing efforts, as with Arby's Restaurants, which last year committed \$100,000 to us from the sale of its Babar the Elephant cookies.

As you know, public funding—the most critical funding source—is determined by law. The Adult Education Act determines how monies may be spent and, except for an occasional discretionary grant, the funds go essentially to the public programs, which makes sense. Though even there, the funds have been inadequate for the public adult basic education system. The total pot is too small. Nonetheless, we regard ourselves as partners of the public agencies, providing a needed alternative service delivery system in the overall literacy effort.

Our problem is that we, like many others, are in the midst of a resource crunch and it's cutting into the muscle of our programs. And this is happening at a time when human services are probably more needed than they have been in decades.

Hopes, Special Concerns, & Gadflies

Despite their differences, LVA and Laubach communicate regularly and cooperate to pool their strengths. They interact at both leadership and staff levels, and engage in joint sponsorship of many projects and events. They also collaborate to influence national public policy development. Thus, following separate meetings at their respective headquarters, primarily to understand their internal operations, BCCEL also met jointly with Peter Waite and Jinx Crouch to discuss their common concerns and hopes for the future.

Q. Beyond the problem of funding, which you have both pointed to, what other issues and challenges do you face?

A. This is the beginning, we hope, of new visions and resources for literacy. But it's too early to be sure. There is great promise in many of the new developments. But some of them are still unfolding. Take the National Literacy Act, for instance, which is just being implemented and which is an add-on to the long-existing Adult Education Act. It and the new National Institute for Literacy are important new tools, but they aren't the final answer and we don't really know yet what they'll add up to. We're hopeful but can't take anything for granted.

Being Part Of A Comprehensive System. It's a positive development that literacy has moved out of just the Department of Education into the Departments of Labor and Health & Human Ser-

vices, and even into the justice system. But that's a development we must continually work with, so that the voluntary component is considered part of the mix for a comprehensive national system of literacy provision. We're often not seen that way. To a degree, this is because the newly-involved organizations aren't used to working with us. Also, academicians are sometimes critical of us without really understanding the nature of our contributions. They say that adults at the lowest levels, those who are the most damaged and disadvantaged, should have teachers with the greatest skill. We don't disagree with that, but we see ourselves as human service agencies devoted to helping people start up the ladder of learning, not as professional teacher organizations. Our tutor training is of professional quality—it and all of our materials and services are developed with the help of qualified reading, literacy, and ESL professionals.

The fact is that in the area of adult literacy our programs have had more experience with the low-level adult learner than any other agency in existence, including ABE. [Ed. Note. Recall that many LVA and Laubach students are ABE referrals, making a strong case for public funding of the two voluntary groups at the national, state, and local levels.] ABE does fine work but it is best where people already know how to read, but need practice and help with how to apply their skills. It's we who have developed training and worked with researchers and on training people, and we want and hope for that expertise to be recognized and built upon.

Performance Standards. We're concerned about the rules, regulations, standards, and certification requirements that may come into play. We will want to have a role in shaping performance standards and measures of program effectiveness—we believe in accountability and financial and program reporting. But, for us, measuring program effectiveness is more complex than in traditional programs where one of the obvious measures of success is, say, the number of people getting their GED.

In our programs, adults don't necessarily come for credentials. We address individual problems in a different way and therefore need more flexible criteria. We can show what one person can do, but if that person is working on reading to his or her child and another is working on how to deal with forms at work, it's hard to compare them or to pool their progress. We can look at a single person's growth from where they started to where they've come, but that leaves us with the difficulty of how to aggregate that into how a whole local program measures up, or how our whole national network stacks up against ABE. This has already become a centrally important issue for us. In the past, anecdotal information and some periodic studies of activities were enough to maintain credibility. But now, if you want to compete for public funds, the law says you have to prove program effectiveness.

Of course we need to work on this, but so does everyone else. It's just that it's more difficult for us and it would be counterproductive to use the same criteria for different kinds of programs. Still, we're willing to wrestle with it.

Q. The new literacy legislation calls for “direct and equitable access to public resources.” That sounds like a level playing field. But might it not in actuality

disenfranchise many local volunteer groups? To apply for funds will mean competing with governors' offices, departments of education, community colleges, and similar agencies with lobbies and long experience in fund development.

A. **Access To Public Funds.** We don't think it will be a problem. In fact, we fought for the direct access language. What we hoped to achieve was more equitable distribution to voluntary literacy programs. We saw the language not as a negative but a positive because it says, especially in relation to the Adult Education Act, that those granting funds have to look at proposals from our voluntary groups. In some states, New York for example, our people do pretty well and in some they don't. Right now, we are doing a joint survey to find out more precisely who's getting what kind of funding and from where. We want to see if we can get a fix on what success our local and state groups are having under the new legislation. The survey is showing us that the philosophy of a particular state administration has a lot to do with how much access our groups have to public funds, so we intend to work systematically on a state-by-state basis to help in this area, which brings us back to the importance of having a say in criteria on program effectiveness.

On the matter of financial support, incidentally, not only is there still too little funding in literacy, but there has never been any constancy of funding. It's a problem for us all that companies and foundations—and public sources, too, for that matter—become interested in literacy, are influential for three or four years, and then disappear from the scene. This has been happening to an alarming degree with corporate givers in the last couple of years.

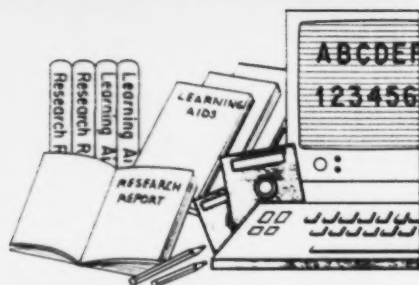
Q. How do you see your role in shaping the new climate?

A. To be gadflies. We attract diverse talent to this whole effort—from college kids to bank presidents to human resource professionals, many of whom would never be involved in the issue without the volunteer movement. They're not going to be teachers of adult basic education, but they get involved and committed through the volunteer literacy programs. One of the biggest pleas of our students is for their companies to make it okay for them to come forward and ask for and get help. We've been able to help somewhat on that score because we've gotten corporate people involved in our work. That not only increases our credibility but they go back and develop policies to assist their workers.

Over time, we have had hundreds of thousands of people involved as volunteers. It's significant that these people now understand the issue and that they might not have. They've also brought a richness to the national enterprise that wouldn't have occurred if we were traditional educators or bureaucrats.

We see our role as maintaining a focus on this whole issue and not letting it wane again. We're going to be fighting for infrastructure so that the issue will remain a national priority. The National Institute for Literacy can be one instrument for achieving the infrastructure. But after institutions get started, they sometimes begin to get tunnel vision. Volunteers have the capacity to be the gadflies that can nip and tuck at the heels of these institutions to help keep things on track.

TOOLS OF THE TRADE



General Policy, Planning & Research

1 Giving USA: The Annual Report on Philanthropy for the Year 1991 (1992 edition) provides extensive data about contributions from individuals, bequests, foundations, and corporations, identifying major contributors of each type. It also examines giving by area, such as education, human services, religion, and the environment. According to the report, total giving for 1991 was \$125 billion, of which 83 percent came from individuals. Education received about \$13 billion (11 percent). Although 1991 giving reached the highest level ever recorded, it did not offset the loss in federal monies, which were reduced by more than half during the 1980s. The report is \$45 prepaid from AAFRC Trust for Philanthropy, 25 West 43rd Street, New York, NY 10036, 212-354-5799. Quantity discounts are available.

2 Playing To Win: A Marshall Plan for America, from the National Urban League, compares the United States' economic problems with those of other industrialized nations and provides detailed recommendations for returning the U.S. economy to its once sound footing. The League's "Marshall Plan" is an investment program directed at developing both human resources and infrastructure. It combines increased spending for successful but underfunded programs, such as Head Start and JTPA, with the initiation of new programs, such as those designed to smooth the transition from school to work for non-college youths. Available for \$15.50 from Publications, National Urban League, 500 East 62 Street, New York, NY 10021, 212-310-9000.

3 World Literacy in the Year 2000, edited by Daniel Wagner and Laurel Puchner, is a special issue of *The Annals of the American Academy of Political and Social Science*. It contains articles on literacy efforts in various industrialized and third-world countries and focuses on pressing issues such as women and literacy, language and literacy, and health and literacy. For pricing and other information contact Sage Publications, PO Box 5084, Newbury Park, CA 91359, 805-499-0721.

Workforce & Workplace Literacy

4 Enhancing Skills for a Competitive World is a report on the work of the Action Team on Lifelong Learning of the National Governors' Association. The publication describes initiatives in 11 states—Indiana, Iowa, Kentucky, Massachusetts, Missouri, New Jersey, New York, Oregon, South Carolina, Pennsylvania, and Wisconsin—designed to improve educational delivery systems, career development,

workplace education, and higher education. Available for \$18.95 prepaid from NGA Publications, PO Box 421, Annapolis Junction, MD 20701. Make checks payable to National Governors' Association.

5 Evaluating the Impact of Workplace Literacy Programs: Results and Instruments from the NCAL Workplace Literacy Impact Project, by Larry Mikulecky and Paul Lloyd, details the results of a research project in which a model for assessing workplace literacy projects was developed and tested at two sites. The model used a combination of interviews, questionnaires, and tests to measure changes in students' beliefs and proficiency as a result of participation in a workplace literacy program. Among the many findings was that interviews are a more effective evaluation tool than questionnaires...that workplace scenarios and cloze tests need to include questions at varying ability levels...and that there is a need for direct measures of productivity and more reliable ratings by supervisors. Available for \$10 from Larry Mikulecky, Language Education Department, School of Education, Indiana University, Bloomington, IN 47406, 812-856-8270. (Five brochures—*Gaining Management Support*, *Working With Unions*, *Discussing Training Needs*, *Recruiting Students*, and *Planning Ahead*—are \$.50 each from the same source.)

6 How Do You Know If It's Working? Evaluating the Effectiveness of Workplace Literacy Programs, by Jorie Philippi, is a 13-page paper which explains why careful evaluation of workplace literacy programs is so important and describes strategies available for assessing effectiveness. Philippi has also written A Summary of Legal Considerations Concerning Literacy Testing in the Workplace which considers the implications of the Civil Rights Act of 1991 and the American Disabilities Act of 1992. The papers are available free from DAEL Clearinghouse, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, 202-205-9996.

7 The HRStrategies 1991-1992 Survey of Human Resources Trends reports the results of a survey of some 600 human resource managers about trends they are finding in their companies. One section of the survey, *Work Force 2000 Trends*, addresses basic skills deficiencies in the workplace and companies' strategies for dealing with them. Other sections focus on trends such as downsizing and redefining job responsibilities, with major implications for workforce literacy. The publication is \$25 from HRStrategies, PO Box 36778, Grosse Pointe, MI 48236, 313-881-8885.

8 In July 1992 the U.S. Departments of Education, Labor, and Health & Human Services convened a national conference of state officials responsible for the basic skills and job training programs of the three agencies. Three publications from the conference are now available: Making the Connection: Coordinating Education and Training for a Skilled Workforce, Conference Proceedings (\$5), Research Report on Coordination Practices, by Lloyd Tindall (\$10), and Guidelines for Coordination of Vocational-Technical Education, Adult Education and Literacy, Employment and Training, and Human Services at the State and Local Level, by Kathleen Paris (\$5). Order from The Vocational Studies Center, University of Wisconsin-Madison, c/o Robert Sorensen, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706, 608-263-7592. (Call for shipping and billing charges.)

9 Mathkey is a computer program designed for workforce/workplace job-related instruction. It consists of one diagnostic module and separate modules for addition and subtraction; multiplication and division; fractions, decimals, and mixed numbers; percents, averages, ratios, and rounding; measuring and metrics; and advanced problem solving. It runs on MS DOS computers with DOS 3 or higher. Individual modules are \$500; the entire program is \$1,800. For more information and a demo disk, contact Aztec Software Associates, Box 863, 24 Tulip Street, Summit, NJ 07902, 908-273-7443.

10 U.S.-Mexico Trade: Pulling Together or Pulling Apart, a report from the Congressional Office of Technology Assessment, studies the probable impact of the proposed North American Free Trade Agreement on the U.S. and Mexican economies and concludes that unless this economic integration is well managed the long-range impact is likely to be negative, especially for low-skilled, low-wage workers. The book outlines a range of policy options to help assure a positive outcome: those that help U.S. firms and workers develop skills and technological know-how; those that discourage low-wage, low-skill strategies; and those that promote worker participation and communication. Available for \$12 from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (stock number 052-003-01306-1), 202-783-3238. Summaries are available free from the Office of Technology Assessment, U.S. Congress, Washington, DC 20510-8025, 202-224-8996.

11 Workplace Literacy: Why? What? How?, produced by Albany Educational Television, is a 35-minute videocassette that introduces literacy providers to workplace literacy issues and helps them understand how to develop and implement a workplace program. The video contains interviews with many leaders in the field, including Joe McDermott, Jorie Philippi, Larry Mikulecky, and Tony Sarmiento. It also visits a number of businesses in New York State that have implemented workplace programs, giving viewers the opportunity to learn from their first-hand experiences. Available for \$30 from City School District of Albany, Albany Educational TV, 27 Western Avenue, Albany, NY 12203, 518-465-4741. Make checks payable to City School District of Albany.

General Program & Curriculum Development

12 Choices: An ESL Lifeskills Series for Adults is a series of workbooks for ESL students that combines information about important aspects of life in the United States with language skills and problem solving. The series contains six workbooks (\$4.75 each)—*Families and Schools*, *In Good Health*, *Consumer Sense*, *Housing*, *Discovering Your Community*, and *It's Your Right*—and two Teacher's Guides (\$4.75 each), one for the first three books, and one for the second. Order from Contemporary Books, Inc., Department C92, 180 Michigan Avenue, Chicago, IL 60601, 800-621-1918.

13 A Learning Disabilities Digest for Literacy Providers, a new booklet from the Learning Disabilities Association of America, provides guidance for recognizing and assessing learning-disabled students and recommends techniques for meeting their special needs. Single copies are \$2.50 prepaid from Learning Disabilities of America, 4156 Library Road, Pittsburgh, PA 15234, 412-341-1515.

[14] **Literacy: A Vital Mission** is a packet of resource materials developed by Laubach Literacy Action in cooperation with the Working Group on Churches and Literacy of the National Council of Churches. It aims to help churches become actively involved in adult literacy by conducting awareness campaigns, recruiting students and/or tutors, offering space, or starting their own programs. The kit is \$6 from New Readers Press, PO Box 131, Syracuse, NY 13210-0131, 800-448-8878.

[15] **MacEnglish** is an ESL program for use on a Macintosh computer with a CD-ROM drive. Three programs are available: *Inform 1: Daily Living, At Work, Culture & Customs*; *Inform 2: Entertainment, Sports & Leisure, Travel*; and *Pronunciation Plus*. The two *Inform* programs contain three types of activities: "Articles" about each topic, "Dialogues" in which students play one part, and "Reviews" that contain reading and listening comprehension questions. Students can read and/or listen to the text, and they are able to record, play back and compare to the model within the program. *Pronunciation Plus* teaches English pronunciation to Japanese students at all levels of proficiency. All three programs are accompanied by an Instructor's Guide and Student Workbooks. For information about system requirements and prices or a free CD-ROM demo disc, contact MacEnglish Learning Systems, 205 Mason Circle, Concord, CA 94520, 800-765-4375.

[16] **Model Indicators of Program Quality for Adult Education Programs** is a new publication from the Division of Adult Education and Literacy of the U.S. Department of Education. It presents the indicators developed to comply with a requirement of the National Literacy Act of 1991. The indicators, which measure educational gains, program planning, curriculum and instruction, staff development, support services, recruitment, and retention, are intended for use by state and local literacy providers in evaluating and improving their programs. In addition to stating and explaining each indicator, the publication lists sample measures for each. Available free from DAEL Clearinghouse, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, 202-205-9996.

[17] **Skills Bank Business Edition** is a computer-based basic skills program in language, reading, writing, mathematics, and analysis skills. The system contains some 286 lessons and over 100 quizzes and tests on 77 disks. Lessons are straightforward, with a statement of a rule or principle, followed by examples and questions. Students get feedback for both right and wrong answers and are able to access "hints" before responding. The program produces reports on student progress and either chooses lessons for students automatically or allows students or instructors to do so. For computer requirements, prices, or demo disks, contact Skills Bank Corporation, 6350 Presidential Court, Fort Myers, FL 33919-3570, 800-222-3681.

Family Literacy

[18] **Listening to Mothers' Voices**, a report from the Education Writers Association, contains five articles for which reporters in different parts of the country interviewed mothers with school-age children about their experiences with the educational system—first as students and now as parents. The result is a glimpse of intergenerational literacy concerns from the perspectives of the individuals whom

family literacy programs most want to reach. Available for \$10 prepaid from the Education Writers Association, 1001 Connecticut Avenue NW, #310, Washington, DC 20036, 202-429-9680. Quantity discounts are available.

[19] The National Center for Family Literacy has made available audio- or videocassettes of selected sessions and events from the 1992 National Conference on Family Literacy. Audiocassettes are \$10 each; videocassettes are \$20. For a list of available titles, contact National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449, 502-584-1133.

And Highlighting . . .

[20] Between September 1990 and December 1992, the American Council on Education (ACE) issued **GED Profiles: Adults in Transition**, a series of reports detailing a range of information about GED test-takers: (1) *GED Candidates: A Decade of Change...* (2) *Schooling, Study, and Academic Goals: The Education of GED Candidates...* (3) *GED Candidates in the Workforce: Employed and Employable...* (4) *Why Did They Drop Out? Reasons GED Candidates Give for Leaving School...* (5) *GED Test Performance of Adult Examinees and High School Seniors...* (6) *The Gender Gap: Women and Men Who Take the GED Tests...* and (7) *GED Candidates: Does Age Make a Difference?* The reports are based on national surveys of GED candidates in 1980 and 1989 and a 1989 analysis of test achievements of GED test-takers and high school seniors, as well as other published statistical reports from 1980-1989. The findings indicate that on an overall basis performance on the five GED tests equals that of high school seniors and that GED recipients have skills equal to high school graduates. Here are just a few of the dozens of specific findings about candidates for the GED: About 24 percent dropped out of school because of a "sense of disengagement" and 15 percent did so because of the need to work. Thirty percent of the female candidates left school for reasons relating to marriage or pregnancy. Of candidates studying for the GED, 46 percent did so in formal instructional programs. Some 80 percent of the candidates were either employed or seeking jobs (50 percent were employed), nearly twice the rate of non GED-seekers who did not complete high school. At the time of becoming a GED candidate, 13 percent earned more than \$40,000 per year, 29 percent between \$20-\$40,000, 26 percent from \$10-\$20,000, and 32 percent less than \$10,000. Improved employment prospects and the desire for college or higher education were the main reasons for taking the GED. One of the ACE's principal conclusions is that because so many of the same skills are required for the GED and for success on the job, "employers should encourage workers who have not completed high school to increase their skill levels by sponsoring GED programs at job sites, providing rewards for educational attainment, offering tuition-reimbursement for course work, and providing release time for attending classes." (The entire series is available for \$65 prepaid, from the American Council on Education, Publications Department, One Dupont Circle, Washington, DC 20036, 202-939-9385. Individual reports that have been out for at least three months are available separately for \$10 each.)

CORPORATE LITERACY ACTION

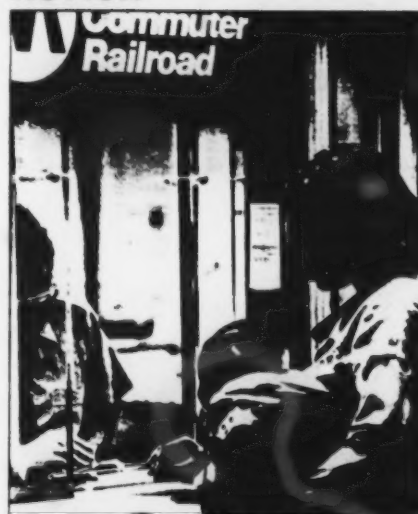


Photo Courtesy Of Metro-North Commuter Railroad

I CAN: Metro-North's Employee Literacy Program

Metro-North is a commuter railroad serving New York and Connecticut. Its 5,000 hourly workers are represented by 18 unions. The railroad wants to make sure that these and its other employees have the opportunity to move into more challenging, higher-paying jobs. To help advance this goal, Metro-North has introduced a new literacy program. Called **I CAN** (Career Advancement Network), the program has two components, an information and referral service hotline and an on-site, job-linked literacy program. Both strands were initiated by the company last Spring, with union participation invited from the very beginning. Seven unions—the **Brotherhood of Locomotive Engineers**, **United Transportation Union**, **International Association of Machinists**, **International Brotherhood of Teamsters**, **International Brotherhood of Electrical Workers**, **Transportation Communication International Union**, and **American Railway Supervisors Association**—now sit with management on the Literacy Advisory Council, and the company hopes more unions will join as the program continues.

The Information & Referral Hotline. The hotline (800-724-I CAN) has been in operation on a 24-hour basis since May 1992 and it is funded entirely by Metro-North.

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CORPORATE LITERACY ACTION

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A Metro-North staff member at company headquarters in New York City refers callers, both employees and their family members, to literacy service groups that have been previously identified and screened. (Local LVA affiliates provide the tutoring in Westchester County, New York, and in Connecticut; the Literacy Assistance Center does so in New York City.) Metro-North does not attempt to evaluate workers' literacy needs over the phone. It refers them instead to the providers nearest their homes and leaves skills assessment to those groups. The instruction tends to be generic in nature, depending on the approach of the particular service group, although the railroad will supply job materials for use by tutors on request. During the first six months of the program, through November 1992, 135 workers had called in for information and/or referral and 44 had entered literacy programs in their communities. The hotline was promoted with a mailing to workers' homes and orientation meetings for supervisors. The service is strictly confidential.

In-House Job-Linked Literacy Program. Metro-North's program of direct instruction has been in the planning since last Spring, with most of the first-year (pilot) funding coming from the New York State Department of Education through the Consortium for Worker Education, the railroad's education partner. Classes actually began this past October and, if all goes well, Metro-North intends to continue and expand the program with a combination of internal and new outside funding after the pilot phase ends. The program is designed for job incumbents who lack the skills needed for top performance and at employees who need higher level basic skills to master the content of training courses

and advance into more demanding jobs. It therefore takes a "functional context approach," basing the instruction on the language, materials, and tasks of actual jobs. Initially, the program aims to move workers into the more than 25 clerical job categories covered by the Transportation Communication International Union—such jobs as ticket agent, inventory stock clerk, and data entry operator. Later on, Metro-North plans to offer training for other job categories, and it expects that some of the skills currently being taught will be transferable to other job settings. The Center for Advanced Study in Education at the City University of New York Graduate Center conducted the job task analysis and developed the curriculum, which focuses on reading, writing, math, reasoning, and interpersonal relations. The Consortium for Worker Education provides instructors for the classes.

Metro-North expects that it will take from three to five years to compile a full assessment of the program's effectiveness. Success will be measured objectively with pre- and post-tests and by the number of workers who go on to pass the Transportation Communication International Union selection test. Subjective indications will include noting how students' careers advance over time and whether their lives improve in some way outside of work (e.g. by developing the ability to help children with their homework).

Classes, held at the New York headquarters either before or after working hours, meet for two hours at a time twice a week over a 16-week period. The funding covers two separate classes—one in the early morning and one in the evening—to accommodate workers on different shifts. The program design calls for small classes of from 12 to 15 students, and demand has been so great (43 workers are now enrolled, and there is a waiting list for the next 16-week cycle) that Metro-North decided to provide a third class at its own expense which meets for four hours on Saturdays. The railroad also covers the cost of textbooks and other materials, and provides breakfast or supper for attendees. The in-house program was promoted by distributing fliers to all employees who work within reasonable distance of Grand Central Terminal, by special mailings to workers who had expressed interest in promotions to clerical jobs but did not qualify, and through orientation meetings.

As with the hotline, it is up to the worker to decide if he or she would benefit from the program. Enrollment is open to all employees, and their participation and class performance is not made part of their employment records.

(For more information, contact Celia Ussak, Director of Personnel, Metro-North Commuter Railroad, 347 Madison Avenue, New York, NY 10017, 212-340-2132.)

Basic Skills Training And More... At Abbott Labs

Abbott Laboratories' Diagnostic Division of Irving, Texas, employs some 22,000 people to produce blood and urine analysis systems for an international market. In the summer of 1990, recognizing that technological and organizational changes were demanding higher-level worker skills, the company asked North Lake College to bring some of its adult basic education classes to the worksite. Almost a year later, in May 1991, the Abbott-College partnership received a \$312,000 grant from the U.S. Department of Education to introduce a job-related curriculum at Abbott. The program's goal was to give the workers the basic skills needed to perform their current jobs while also giving them the foundation to succeed in subsequent training courses for jobs of the future. The curriculum therefore was made job-related and included the development of thinking and reasoning skills, group learning strategies, and even, eventually, higher level ability to work with rudimentary algebra and pre-statistics.

Specifically, the curriculum includes two courses: *Workforce Communications* (reading, writing, speaking, and listening)—with separate sections for English-proficient and ESL students—and *Workforce Math* (whole numbers, decimals, fractions, percents, measurements, algebra, and pre-statistics). Both courses focus on thinking skills and stress group learning activities. They also mix computer-based and classroom instruction, often using team teaching. Class size is limited to no more than 15 students per instructor. Both courses consist of 20 hours of instruction—an hour at a time, four days a week, over a five-week period—given on released time from early morning until late afternoon to accommodate all shifts. The curriculum is under constant review to ensure that it remains related to the workers' changing jobs. Participation is voluntary.



Photo By Frank English/Metro-North

Workers who want to take the courses are assessed with TABE and a competency-based math test developed at Abbott. (ESL students may take the University of Michigan Test of English Language Proficiency instead of TABE.) They then meet privately with a program staff member who explains the results, offers advice about enrolling in one or both of the Abbott courses as needed, and asks for a commitment to the program. (Students needing both courses may take only one at a time but in whatever order they choose.) During the first year, about 300 employees chose to enter the program. Of these, according to director Jacqueline Maki, some 45 achieved their learning objectives; another 200 have completed some of the objectives and plan to complete those still remaining. Since the grant period ended last October, Abbott has continued the program at its own expense.

(For more details, contact Jacqueline Maki, Director, North Lake/Abbott Skills Development Program, North Lake College, 5001 North MacArthur Blvd., Irving, TX 75038, 214-518-7503.)

Kaweah Delta District Hospital

In late 1991, the Kaweah Delta District Hospital in Visalia, California, began a voluntary workplace literacy program. In the program, employees volunteer to be trained in the Laubach method at the nearby Visalia Adult School, and they are then matched on a one-to-one basis with fellow workers who request tutoring help with their reading and writing. Sessions are held on paid released time twice a week for an hour at a time. Participation is confidential. So far, the program has had an average of eight students enrolled at any given time, mostly from the maintenance and housekeeping staffs, and the hospital hopes it will grow in size as positive news about it spreads. (Contact Sara Betterton, Staff Development Coordinator, Kaweah Delta District Hospital, 400 West Mineral King, Visalia, CA 93291-6263, 209-625-2211.)

Washtenaw Education-Work Consortium

The Washtenaw Education-Work Consortium is a nonprofit organization made up of business, education, government, and labor representatives who are concerned about workforce education in Washtenaw County, Michigan. The Consortium was first organized on an informal basis in



Teacher in Washtenaw's "Educators in Industry" Program Learns From Workers At Rawsonville Plant Of Ford Motor Company

1988; two years later it was incorporated and granted nonprofit status. The organization's activities focus on the training and educational needs of the county's current and future workforce, including those most at-risk and non-college bound youth. It has two broad goals: to improve the ability of the school system to deliver the basic skills that today's students will need when they eventually join the workforce, and to help businesses in the region identify and address skills deficiencies among their current employees. In general, these goals are being pursued through a broad informational program, a range of activities to link the education and business communities, and an ongoing public awareness campaign. Among many specific projects being carried out is a graduate program for teachers, called Educators in Industry, in which the teachers participate in a series of discussion sessions at area workplaces to learn how the skills they teach are used on the job. A databank is also under development which correlates skills taught in schools with job opportunities in the community. Further, a resource center is being developed for both small and large businesses seeking information related to workplace literacy issues and services. The group's basic operations have so far been funded by the Washtenaw Community College and the Washtenaw Intermediate School District, with additional contributions from the **Ford Motor Company** and the **S.I. Company**. (The managing partner of S.I. Company serves as the Consortium's chairman.) A private sector fundraising campaign is currently in process to raise funds for several new projects on the agenda. (For more information, contact Donna Crudder, Executive Director, Washtenaw Education-Work Consortium,

4800 East Huron River Drive, PO Box D-1, Ann Arbor, MI 48106, 313-677-5044.)

Job-Linked ESL At Three D.C. Hotels

Three hotels in the Washington, D.C. area—the **Park Hyatt** at M Street, the **Holiday Inn** in Georgetown, and the **Embassy Suites** at the Chevy Chase Pavilion—have entered a partnership with the Spanish Education Development Center (SED) to offer job-related ESL training to their Hispanic and Asian immigrant workers. The one-year project is funded by a \$105,469 workplace literacy grant from the U.S. Department of Education. In addition, each hotel contributes meeting space and paid released time. On-site classes, which began in July 1992, meet twice a week for two hours at a time over a three-month cycle. Workers are drawn from the housekeeping staff and participation is voluntary. (Contact Ann Harrington, Project Coordinator, SED Center, 1840 Kalorama Road NW, Washington, DC 20009, 202-462-8848.)

Genesee Region Home Care Association

The Genesee Region Home Care Association (GRHC) is a voluntary nonprofit agency that provides home care and inpatient hospice services in a three-county region of New York State. The agency employs some 500 people, including many home care aides (counterparts of hospital nursing assistants). Like nursing assistants, many of these aides have had a limited education and lack the skills needed to advance in the health care field. To address this problem, GRHC offers its employees the Life Enrichment Advancement Plan (LEAP), providing services that range from basic skills training to nursing school scholarships. At their initial orientation, workers are told about the program. The skills of those who are interested are assessed, and GRHC then works with the Rochester City School District to place those workers in need of basic skills help in the most appropriate program. Those requiring assistance work with volunteer tutors supplied by the local LVA affiliate at the agency's downtown headquarters. GED and college preparatory students take courses designed especially for them at the headquarters (remedial math and study skills) and/or courses given at a local high school (algebra, biology, or chemistry). Teachers at the workplace are supplied by the School District and paid by the GRHC.

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CORPORATE LITERACY ACTION

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Courses at the high school are provided under contract to the School District and GRHC provides supplementary tutoring help as needed. All classes are held on company time. As added incentive, ABE students whose skills increase by two grade levels and students who complete the GED are given \$300 bonuses. In addition, each year two students are selected to receive scholarships to the Registered Nurse degree program at Monroe County Community College. The students are selected a year or more in advance of their entry into the degree program so that they can prepare for it by attending specially-designed remedial courses at the College. The scholarship costs, indeed the costs of LEAP as a whole, are paid entirely by GRHC. (Contact Molly Randisi, Genesee Region Home Care Association, 49 Stone Street, Rochester, NY 14604, 716-262-1135.)

Learning Channel And Newspaper Association Join In Reading Promotion

The Newspaper Association of America (NAA) is a trade association representing some 1,300 newspapers in the United States, Canada, and abroad. The Learning Channel (TLC) is a service of The Discovery Networks. On September 8, 1992, as part of National Literacy Day, the two groups joined up to promote adult literacy and reading. TLC, which reaches about 17 million homes, premiered a one-hour inspirational documentary called *To Read*. (It was narrated by Judd Hirsch and featured Dan Rather, Danny Glover, Anna Quindlen, and several extraordinary educators including teacher Dawn Harris Martine of Harlem.) That same day, over 300 local newspapers across the country published a supplement bearing the same title which contained articles about the importance of reading. The NAA Foundation provided camera-ready copy to member newspapers, who then adapted the copy to include information about literacy in their own communities. In addition to its September 8th airing, *To Read* was repeated a number of times throughout September. The TLC promotion for literacy also included two adult reading instructional programs—*Learn To Read* and *No Problem!*, the latter an English program for Spanish-speaking adults—which are aired every Sunday morning on

a weekly basis. Literacy Volunteers of America helped get out the word about the TLC/NAA effort by publicizing it among its local affiliates and providing TLC with public service ads. (For more information, contact Amy Abbey, Director, Affiliate Marketing, Discovery Networks, 7700 Wisconsin Avenue, Bethesda, MD 20814-3522, 301-986-4628; or Betty Sullivan, Director/Education Programs, Newspaper Association of America Foundation, The Newspaper Center, 11600 Sunrise Valley Drive, Reston, VA 22091, 703-648-1051.)

Grand Times For Retirees Benefits LVA

Grand Times is a new and attractive bi-monthly magazine for retirees. When it was still in the planning stage, the publisher, **Grand Times Publishing, Inc.**, wanted to give back part of its profit to the community by helping to advance literacy, a topic that was seen as a natural fit for a publishing group. The company thus decided to give two percent of its annual pre-tax income to Literacy Volunteers of America beginning with its very first issue in November-December 1992. The magazine contains articles of interest to older people, with a focus on those who are 70+. Subjects range from practical advice about health care or starting a retirement business, to nostalgic interviews with celebrities of earlier eras, to original works of fiction, to cooking, travel, current events, and new products and services for older Americans. The magazine's large type and clear format are designed for elderly eyes. (For information contact Reece Halpern, Publisher, Grand Times Publishing, Inc., PO Box 9493, Berkeley, CA 94709-0493, 510-848-0456. Annual subscriptions are \$19.97 prepaid from Grand Times, PO Box 2678, Dept. B2, Martinez, CA 94553.)

Delco Chassis' EXCEL Center

In 1990, General Motors and the United Auto Workers negotiated a contract that mandated giving all GM workers and their spouses access to basic skills training. To comply with this mandate, Delco Chassis, a GM company that manufactures parts for a variety of vehicles, and UAW Local 262 formed a partnership with Livonia Adult Education to develop a basic skills program at the plant. The Michigan Department of Education and the Michigan Institute of Adult Education were also partners to the effort. The partnership secured a one-year federal workplace lit-



Classes in Process At Delco Chassis

eracy grant in 1991 to create the EXCEL Center (Excellence and Continuing Education for Life). Following the GM/UAW mandate, the Center offers five instructional programs—Adult Basic Education, GED, Educational Enrichment Services, High School Completion, and ESL—and an Academic Advising Service. Students in all programs except the Educational Enrichment Services are eligible for Michigan state education credits. Each student is interviewed and assessed when he or she enters the program. Then the individual works with an instructor to develop personal learning goals and an instructional plan. While courses must meet for a set number of hours to be eligible for state credits, students may continue in a program beyond the prescribed number of hours if necessary to meet their learning objectives. The instruction is a combination of individual, group, and computer-based. The company and union actively publicize the program and students are given released time to attend classes. According to program coordinator Judy Sternberg, the workers' response has been "overwhelming" to date. Although enrollment is open to everyone, she says that so many people asked to participate that a lottery had to be held to select students. Those workers who lost in the lottery can either enter classes immediately on their own time or have their names placed on a waiting list for future sessions. The program has been able to continue beyond the grant period with a combination of federal, state, and UAW/GM funds. (For more information, contact Judy Sternberg, Coordinator, Special Projects, Bentley Center, 15100 Hubbard, Livonia, MI 48154, 313-523-9294.)

WHAT OTHER COMPANIES ARE DOING

GRANTS & IN-KIND HELP

Bell of Pennsylvania has made a \$97,500 grant—for operating support and the purchase of two bookmobiles—to Beginning with Books/Read Together, a literacy outreach program affiliated with The Carnegie Library of Pittsburgh. The bookmobiles will serve young children and their caregivers in five low-income neighborhoods.

Cargill's Poultry Products Division has contributed \$1,740 to the Jacksonville (FL) Northwest Branch Library for equipment for its "Computers and Literacy" lab.

Conde Nast Publications has funded the development of a guidebook for the Literacy Volunteers of America's new awareness campaign, "A 30 Star Salute to Literacy," launched in late 1992. The guidebook, distributed to LVA programs nationwide, contains "how-to" suggestions for public relations and fundraising events to be carried out during LVA's 30th anniversary year.

In September, **Coors/Mountain Distributing Company** and **Park Plaza** in Little Rock sponsored the fourth "Bee for Literacy" for the Arkansas Adult Literacy Fund. After 20 rounds of competition, the **Democrat-Gazette** and **KSSN** teams were forced into a "sudden death" tiebreaker in which they were dictated ten words to write down. Both correctly spelled "pachyderm, colloquial, fenestrated, statutorily, climactic, hemophiliac," and "pragmatically," but "basilisk" proved to be the downfall for KSSN. The Literacy Fund took home \$1,850 in proceeds.

Last fall, the **Courier-Express** in Dubois (PA) donated \$1,900 to the Mid-State Literacy Council. The funds were raised through paid advertising in a special informational insert carried in the newspaper as part of International Literacy Day on September 8th.

Environmental Strategies Corp., **Bank of Tokyo Chemical Bank IBM**, **Morgan Guaranty Trust**, **Morgan Stanley New York Life**, and **Philip Morris** were among the corporate contributors to Bronx Educational Services in 1992.

The **Gannett Company** recently made a \$10,000 grant to the Tri-State Literacy Council in Huntington (WV) to buy computers for instructional purposes.

Hammond Electronics, **Butler Paper**, **Busch Gardens Cablevision of Central Florida**, **King Henry's Feast KRG&G CPA**, **Moran Printing**, **O.F. Nelson & Sons Nursery**, **Orlando Sentinel Charities Fund**, **Plantation Dinner Theater**, **Rotary Club of Apopka**, and **Whittaker, Stump, Webster & Miller** are providing financial and in-kind support to the Adult Literacy League of Orlando.

This past July, **Houghton Mifflin** hosted a reception at which the Boston Adult Literacy Fund presented \$1,000 scholarships to 14 graduates of local GED and ESL programs toward the cost of their further education. Recognition awards of \$500 each were also given to the neighborhood adult literacy programs represented by the graduates.

The **Knight Foundation** recently donated \$35,000 to LVA-Detroit for a small group tutoring project, "Literacy Links," for teens and adults.

The **Lima Rotary Club** has been the financial mainstay of the Northwest Ohio Literacy Council for the past two years, and Rotary members and their spouses have also become tutors, trainers, and board members.

Loews Anatole Hotel hosted a special "power breakfast" this past September in which Dallas corporate and community leaders competed in the game of Monopoly, raising \$15,800

for the Dallas County Adult Literacy Council. **American Airlines**, the **Dallas Cowboys**, **Emily Callman**, **Loews Coronado Bay Resort** (San Diego), **Miller Barker Enterprises**, **Petals & Stones Florists**, the **Regency Hotel** (NYC), **Sewell Oldsmobile**, **Tom Landry's Sports Center**, the **Veranda Health Club**, and other businesses donated prizes for the breakfast.

In September 1992, **Matsushita Electric of Canada**, in celebration of its 25th year of operation, donated 200 Panasonic TV/VCR units—valued at \$170,000—to community-based literacy organizations across Canada.

McDonald's Owners of Chicagoland and Northwest Indiana Coca-Cola Fountain, the Illinois Secretary of State Literacy Office, and the Northwest Indiana Literacy Coalition joined together last year to provide incentives to adult literacy students. "Reading Partners" cups that could be refilled at participating McDonald's through December were distributed to state-funded literacy centers in the Chicago area, and hundreds of the chain's stores are offering study space and promoting adult learning through messages on their in-store tray liners.

Miles Inc., a leader in chemicals, health care, and imaging technology, recently contributed \$5,000 to the Greater Pittsburgh Literacy Council.

One hundred **Minolta** dealers—armed with buttons, t-shirts, and flyers—called on businesses nationwide on September 23 to promote family literacy as well as the company's copiers. For each "cold call" made to a business, Minolta donated \$2 to the National Center for Family Literacy, and each \$2 was matched with \$1 from a William R. Kenan Charitable Trust challenge grant. The total proceeds were about \$48,000. Mary Ferreyra of **Image Systems** in Albuquerque and **Business Equipment** in Phoenix won special prizes for the most calls completed by an individual and a business.

Olin Corporation has made a \$20,000 grant to the Livonia (MI) Chamber of Commerce to help establish a workplace literacy and education center for area adults who want to improve their job-related competencies and/or obtain a GED. Olin employees will serve as volunteers in the center and as advisors on work-related curricula for employers and employees in the Livonia industrial corridor.

The **Plymouth (MI) Rotary** and the **Ludington News** underwrote the Community Literacy Council's 1992 volunteer banquet, and the **Canton Rotary** sponsored a spelling bee that netted the Council \$1,200. The **Little Professor Bookstore** co-hosted another fundraiser in which volunteers from the Council and Western Wayne County Hospice sat in the store's windows and read day and night during Plymouth's weekend fall festival. Pledges for the "sitters" raised \$1,000 for the two groups.

ROCK 103 The Commercial Appeal Coors and **Pizza Hut** were sponsors of the second Corporate/Celebrity Spelling Bee to benefit the Memphis (TN) Literacy Council. **International Paper** bested 17 other teams in the fall event, which raised \$12,000. The Junior League of Memphis continued its support of the Council's family literacy project in 1992 with \$4,000 in funding and volunteers who serve as counselors to the participating parents.

WFMS Country Music Radio staged a "million dollar fish" contest last May in which contestants' registration fees generated \$7,000 for the Indiana Literacy Foundation. For the contest, the State Department of Natural Resources provided 100 live fish, 99 of which were tagged by WFMS staff before being released into Lake Monroe (to show the prize a contestant would win for each fish reeled in). The 100th fish, for which **Chubb Insurance** had agreed to pay \$1 million if caught, was personally tagged and released by its underwriter. Unfortunately for the contestants, who had 24 hours in which to make

their catch, the 1992 "million dollar fish" managed to elude them. In June, in a separate event, **Walt Disney** flew in Snow White, Goofy, and Minnie and Mickey Mouse to entertain the attendees at a family picnic at the Governor's residence, netting \$32,000 for the Literacy Foundation.

Wolf Furniture, **Appleton Papers**, **Bell of Pennsylvania**, **Mid-State Bank**, the **Altoona Junior Women's Club**, and the **Hollidaysburg Business & Professional Women's Club** recently joined forces with Volunteers for Literacy of Blair County (PA). As part of the literacy group's REACH Program (Reading to Enrich Adults and Children), they bought a **Berenstein Bears** book for each of 2,000 first graders in the county. A "Learn to Read" sticker with Volunteers for Literacy's telephone number was placed inside each book to help create public awareness and recruit adults with reading problems.

PLANNING AND AWARENESS

Bruce Fraser, the director of human resources at **Alamo Rent A Car**, was presented with the Distinguished Service Award to an Individual at the 1992 Florida Literacy Conference. The **North Broward Hospital District**, which has implemented workplace literacy programs at a number of its facilities, received the Distinguished Service Award to a Business.

The Pro-Literacy Project of the **Guy Gannett Publishing Company** has launched a new program, "Guy Gannett Learner Advocates," in which spokespersons for literacy in Maine will be featured in television and newspaper ads.

S. E. Hugh & Company in Irvine (CA) received one of the two Yoder-Meneman Creative Application Awards given in 1992 by the Society of Human Resource Management. The award was in recognition of the role taken by Hugh & Company in developing the **Weber Metals** workplace literacy program and learning center. The Weber Metals effort is one of four exceptional small business workplace literacy programs highlighted by the Southport Institute for Policy Analysis in its 1992 publication *Ahead of the Curve*.

IBM Coors/Shenandoah Brewery and the Junior League of Richmond were honored with the Virginia Literacy Foundation's awards for "outstanding support by a group or organization" at its annual recognition luncheon in November.

The **Journal-Gazette** and **News-Sentinel** of Ft. Wayne (IN) published special tabloids last September that carried personal stories of adult learners from the Three Rivers Literacy Alliance. **Roger's Markets** put a 3RL message on their grocery bags, and **Lincoln National** and the City of Ft. Wayne donated signboards to help recruit tutors.

EMPLOYEE BASIC SKILLS PROGRAMS

Bendix/King Air Transport Avionics Division in Ft. Lauderdale (FL) began a workplace literacy program after recognizing that many of its employees were failing in-house courses such as soldering and blueprint reading because of poor basic skills. After seeking employee input on courses they would like to see offered, Bendix implemented a voluntary, on-site program in November 1991. Classes meet two times a week on company time. Over 200 employees have registered for math; another 120 have participated in reading and ESL courses. Fifteen Bendix employees were trained by READ Campaign staff to serve as tutors for the program.

The **Nabisco** plant in East Liberty (PA), with the assistance of Adult Literacy Action at Penn State Beaver Campus, runs a voluntary workplace literacy program in its newly-renovated Technical Library and Learning Center. Employees who want to sharpen their basic skills, prepare for their GED, or improve their critical thinking and life skills can study with a tutor individually or in small groups, make use of the "On Your Own" video series, or work with a computer software program such as "Basic Skills for Employment" (BASE). ■

AVAILABLE FROM BCEL

• The **BCEL BRIEF** contains bibliographic, curricular, and program referral information on specific topics in general or workforce/workplace literacy (\$5 each).

#1-Selected References in Workforce & Workplace Literacy

#2-National Technical Assistance Groups

#3-The Hotel & Food Service Industries

#4-The Health Care Industry

#5-The Commercial Driver's License Test

#6-Small Businesses

#7-Computers & Literacy: Guides & Curricula

• **Workforce/Workplace Literacy Packet** includes a variety of materials that will be helpful to those beginning to investigate the development of workplace programs. It includes a selection of BCEL Newsletters, a collection of newspaper and magazine articles, Briefs #1 and #2, and other items. (\$20.00)

• BCEL's **National Directory of Key State Literacy Contacts** (1992-93) is an aid for the business and literacy communities. (\$25.00)

• In the U.S. and Canada, a subscription to the **BCEL Newsletter** is free; back issues are available at no cost for one copy and at \$1.00 a copy thereafter. Foreign subscriptions are U.S. \$25 annually, prepaid; back issues for subscribers are U.S. \$1.50 a copy, for nonsubscribers, U.S. \$2.50. *Articles may be reproduced in their entirety or quoted without permission but with attribution to BCEL; a copy of the publication in which the material appears should be provided to BCEL.*

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide for Literacy Programs** is a 54-page resource designed primarily for local literacy programs. (\$20.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers and others wishing to develop job-linked literacy programs in the workplace. (\$20.00)

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$10.00)

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.25 a copy thereafter.

• **INDEX TO BCEL NEWSLETTERS** is a 20-page organization, title, and name index covering Newsletter Issues No. 1-20, spanning the period September 1984 to July 1989. (\$5.00) [Note: A Supplement covering Issues 21-34 will be published in the near future.]

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (two volumes, one by David Harman, the other by Donald McCune and Judith Alamprese, 1985) assesses short- and long-term needs in adult literacy and recommends action for the public and private sectors (\$15.00 per volume or \$25.00 the set).

• **PIONEERS & NEW FRONTIERS** (by Dianne Kangisser, 1985) considers the role, potential, and limits of volunteers in combating adult illiteracy (\$10.00).

NOTES ON ORDERING: Where a charge is involved orders must be paid in U.S. dollars, requested in writing, and accompanied by a prepayment check made out to BCEL. Sales tax need not be added as BCEL is a nonprofit organization. Mailing is by the least expensive method.

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Publications Design Cons.

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Executive Assistant

Joan Halpin
Sec. & Adm. Asst.

Beth Godai
Publications Assistant

Marie Longyear
Volunteer

Research Associates:
Betsy Foist

Bess Heitner
Ruth Weinstock

Business Council for Effective Literacy
1221 Avenue of the Americas — 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

BCEL TO CLOSE:

A Special Message From Harold W. McGraw, Jr.

These past ten years since founding BCEL have been a tremendously exciting and gratifying experience for me, working for a cause in which we all deeply believe and working with so many truly dedicated people both within BCEL and throughout the literacy field. Together I think we accomplished a lot that needed doing. So I greatly regret that the time has come to close down BCEL.

On my recommendation BCEL's directors have voted to terminate the organization as of June 30th this year. The July issue of the newsletter will therefore be our last one. Many of you have told us how much you depend on our newsletter and other services, so I realize that not having those services will be a disappointment.

While BCEL has considerably exceeded its initial goals, there remains much to be done in the field, and our reasons for closing are essentially financial. You are well aware that fundraising for organizations, however worthwhile their missions and achievements, has become increasingly challenging. BCEL has been very fortunate indeed in having continuing and strong support from a good many corporations and foundations. We have been most appreciative of that, and they are listed in an honor roll elsewhere in this issue.

Despite their generosity, however, those contributions now account for just over half of our current operating budget of about \$600,000. And for BCEL to maintain an effective operation we would need to have increased technical support to relieve the demands on the small and overburdened staff. That in turn would require us to move to an even higher budget level of about \$800,000. While I have been willing over the years to make up the shortfalls in BCEL's budgets, practical considerations make it impossible for me to assume an increased or permanent funding role. Unfortunately, even with the help of our most loyal supporters, the level of funding needed from external sources has been adding up to less just when a significant increase is required. These factors are the basis of our decision to close down, albeit with real regret.

Looking forward, and back, there are quite a few things that do please me, however. Certainly we of BCEL continue to be strongly interested in the literacy movement. And the



President, BCEL
Chairman Emeritus,
McGraw-Hill, Inc.

As never before there is a national awareness of the literacy problem and a determination to do something about it. Hundreds of large and small businesses have initiated basic skills programs for their employees, and many more are moving to do so. Almost every state has established a program to reduce functional illiteracy. And the federal government has raised its commitment and attention to a wholly new level with increased appropriations to most of its existing literacy programs, the passage of the National Literacy Act of 1991, and the creation of the National Institute for Literacy.

The new Institute is well conceived, and as it completes the shakedown period that any new institution seems to require, I am hopeful that it will become increasingly able to assume leadership for the whole literacy field. It may also become one of the primary organizations that can pick up responsibility for certain of BCEL's current activities.

When I retired as CEO of McGraw-Hill in 1983, I wanted to try to repay in some way for the exciting and rewarding career I had serving the education and business communities, and the field of literacy seemed to offer a special opportunity to help on a major problem. My long-term friend and business associate, Dan Lacy, worked with me to set up BCEL, and I provided the start-up funding that would let us focus immediately on the problems in the field. And we were very fortunate to have Gail Spangenberg join us. She is regarded with friendship and respect by all of us throughout the field for her educational know-how, her editorial abilities, and her willingness to help wherever there is a challenge. She heads up our operations and describes some of them in her article on page 2.

I'd like to close this message by telling you how much it has meant to me this past decade to work with so many of you in all aspects of literacy. You are a warm, enthusiastic, committed group, and my BCEL colleagues and I salute you and count on our paths continuing to cross in various literacy activities down the pike. ■

movement now is a lot different than it was back in 1983. Just a few years ago I sincerely believed that BCEL was essential to the nationwide literacy effort. Now, while I hope and expect we'll still be missed, I feel good that many of our broad goals have been attained.

THE FEDERAL ROLE IN ADULT LITERACY:

Current Programs, Pending Legislation



Many of President Clinton's initiatives and reforms could significantly influence how the federal government supports adult literacy and adult basic education in the future. The wide array of grant, research, and technical assistance programs already in place and being funded at the federal level—many begun only during the last few years—provide a considerable foundation on which to build. This therefore seems an opportune time to recap for the benefit of everyone just what the major programs are—from the standpoint of their enabling legislation, purposes, FY93 funding levels, intended beneficiaries/users, and key contact persons for further information. Only ongoing programs and activities are included.

U.S. Department Of Education

Adult Education Basic State Grants

Enabling Legislation: Adult Education Act (as amended by the National Literacy Act of 1991). **Purpose:** To help states and localities provide adult education, basic skills, and literacy services, including ESL instruction, to educationally disadvantaged adults. **Funding:** \$254.6 million for FY 93—formula grants administered at the state level. **Local program access:** Public and private non-profit educational entities are eligible to apply. **Federal Contact:** Ron Pugsley, Office of Vocational and Adult Education, (202) 205-9872. **[Notes: (a) States must have a process by which all local programs (including private nonprofit groups) can compete for the funds. (b) A percentage of the funds are set aside at the state level to support staff training, demonstration efforts, and correctional programs. (c) Programs in public housing authorities are required.]**

(Cont'd on p. 6)

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BCEL AS AGENT OF CHANGE: Some Personal Observations

by Gail Spangenberg
Vice President & Operating Head, BCEL

Although there will be one more Newsletter after this issue, it won't be in the mails until early July after BCEL's programs have come to an end. So I'd like in this issue to reflect on some of the paths BCEL has traveled these past years and some of the people who have journeyed with us.

As publisher and editor of the BCEL Newsletter I am especially proud that this tool of communication has been so highly regarded and used from its very beginning. Each issue has been a labor intensive activity—requiring extensive interactions with literacy and business groups, and with policymakers and researchers. It has also been a labor of love, involving every member of the BCEL staff as well as a team of consultants in a central research and writing role. Moreover, it has only been possible to put out the Newsletter as the kind of publication it is because we have had a genuinely independent voice and the trust and confidence of business and literacy professionals across the country.

The Newsletter has been BCEL's centerpiece activity, and certainly the thing for which we are best known. But it has been far from our only activity. It is the wider array of advisory, informational, and technical assistance services—all organically linked—that have made up the overall BCEL effort.

For the general interest of our Newsletter readers, and for those who simply like to contemplate organizational models, here is a glimpse into the varied dimensions and interconnected paths of the BCEL enterprise:

Publications Program. We began in 1983 with an initial mailing list of about 8,000 business and literacy leaders. With careful planning and maintenance, that list has grown over the years to its present level of about 30,000 individuals and organizations. Included are the CEO's and human resource heads of the country's 5,000 largest companies. We have maintained a stock of all issues back to the beginning, so that in addition to the direct mail distribution of each Newsletter, multiple copies of most issues have been supplied on a regular basis for conferences, workshops, college courses, and boards and organizations that are being introduced for the first time to literacy.

BCEL also has developed and supplied the field with many other resource materials, including monographs, leaflets, Bulletins, Briefs, the *National Directory of Key State Literacy Contacts*, and the *Workplace Literacy Packet*. When we put out *Job-Related Basic Skills: A Guide for Planners Of Employee Programs*, a complimentary copy was mailed to every CEO on our mailing list. Some 400,000 copies of our *Functional Illiteracy Hurts Business* leaflet (designed as a simple fund development tool for local literacy programs) have similarly been supplied free or at minimal cost to groups across the country.

Collection and Review of Outside Materials. In our effort to follow and assess literacy developments around the country, we have spent a large amount of our time keeping track of new reports, curricula, and other materials. One end product of this activity has been the entries that have appeared in the *Tools of the Trade* section of each Newsletter. The publication behind each *Tools* entry has been sought out and reviewed by the staff, included only if judged to be professionally solid and useful to some segment of the business or literacy community, and retained in our library.



Gail Spangenberg

Outreach To The Field Through Advisory, Information, and Other Technical Assistance: Answering Today's Questions Today. Day in and day out, at least half of our staff time has been devoted to providing hands-on guidance and information to people throughout the business and literacy communities, in the media, and in philanthropy who have written, phoned, and visited us in search of help. Our governing principle has been that each individual and organization should be given thoughtful, in-depth, personal attention. This has meant not simply answering the questions asked but encouraging people to think about important issues and do their groundwork, helping them to clarify their own organizational needs and settings, introducing them where necessary to national, state, and local developments that affect them, and putting them in touch with others who are experienced in their areas of interest and concern. We have worked in this way with literally thousands of people, while at the same time serving as a catalyst to help link the various worlds.

The majority of our services have gone to business and literacy professionals wanting to develop general and workforce literacy programs and needing help with the "why and how-to." But we have also spent regular time helping people in the electronic and print media build and strengthen their understanding and coverage of literacy. And we have given ongoing advice and analysis—sometimes even help with proposal-writing—to public and private-sector organizations considering a grant role in literacy and to national and regional literacy organizations seeking grant support.

Activities To Develop The Long-Range National Literacy Environment. Some of BCEL's most important work has been in its various activities to help advance state and federal planning, public policy development, and understanding through research. For example, our staff and officers have:

- Given workshops, keynote speeches, and panel presentations at dozens of business, literacy, and government conferences and special events each year, many of which we initiated or helped shape—with such groups as the American Bankers Association, the American Textile Association, the President's Forum of the *New York Times*, Literacy Volunteers of America, ACBE, the U.S. Small Business Administration, the graphic arts industry, and the United Nations.

- Served on numerous state and city planning commissions and task forces to help them develop short- and long-term literacy plans.

- Organized meetings and given talks in most of the states and several urban areas—engaging government, business, and literacy leaders alike.

- Taken an active advisory and governing role in a wide variety of grant and research projects, such as those of the Gannett Foundation, the Center for Applied Linguistics, the Work in America Institute, the Educational Testing Service, the Southport Institute for Policy Analysis, American College Testing, the U.S. Postmaster General's Office, the Barbara Bush Foundation for Family Literacy, and the Office of Technology Assessment of the U.S. Congress, among many others.

- Had a central role in developing the National Literacy Act of 1991 and an ongoing advisory role in implementation of the National Institute for Literacy, one of the Act's key provisions.

A Special Focus on Business. We have devoted a considerable amount of our time to building business awareness and involvement. In addition to the kinds of activities touched on above, one thing we did early on that had a long-term pay-off was to convene meetings of the leadership from the publishing and broadcasting industries. Moreover, in a recent initiative carried out together with McGraw-Hill's Washington office, we organized the Washington representatives of about two dozen major corporations into a voice for literacy in support of the National Literacy Act (a voice that spoke out at crucial junctures and helped achieve passage of the Act).

All along the way, there have been many partners to the BCEL enterprise. There is no way to recognize and thank you all, but from the standpoint of substance, no one has mattered more than those of you at the state and local levels who have told us your problems and concerns, kept us informed about your activities, and served as a constant reminder of why we were here at all. This is true whether you are a literacy educator or a business man or woman who has been striving to get and keep the attention and support of your company's management. All of us at BCEL have been constantly struck by how nice, hard-working, and committed you all are. We are proud to have been your allies in a very great cause.

We are also proud to have had the corporations and foundations listed in the table at the right as our partners in the cause of literacy. Over the years you have given us more than 300 grants, and you have covered more than three-fifths of our total operating costs. Thanks to each of you, not just for your funds but for the graciousness and understanding with which you gave them.

On a very personal note, I want to express my admiration of Harold McGraw and Dan Lacy for their vision and generosity in creating BCEL. I have valued highly your collegiality and friendship and will look back on our shared accomplishments with great pleasure. I also want to express my warmest appreciation to BCEL's small team of staff and consultants. Despite an operating budget averaging less than half a million dollars a year, you have made BCEL look like a multi-million dollar enterprise, and you have done so with good judgment, sensitivity, and respect for others.

GRANTS & CONTRIBUTIONS TO BCEL 1984-1993

Grantor Organizations	Grants Made	Total Given	Grantor Organizations	Grants Made	Total Given
Adweek	1	1,000	IBM Corporation	7	85,000
Alabama Power & Light	1	500	James River Corporation	1	1,000
Alcoa Foundation	2	8,000	Kiplinger Washington Editors	3	2,000
American Bankers Association	1	1,000	Knight Foundation	1	25,000
Amer. Bicent. Pres. Inaug. Comm.	1	5,000	Kraft Foundation	2	20,000
American Express Foundation	1	10,000	Lazard Freres & Company	1	10,000
Annenberg Fund	6	150,000	Little Brown & Company	6	6,000
Arcata Graphics	6	6,000	MacArthur Foundation	1	100,000
ARCO Foundation	2	5,000	Macmillan Inc./Foundation	2	6,000
AT&T Foundation	6	13,000	Manhattan Life Insurance Company	4	2,000
B. Dalton Bookseller	1	1,000	Manufacturers Hanover Trust Co.	1	1,000
Bantam Books	2	1,000	McGraw-Hill, Inc.	9	433,669
Bell & Howell Foundation	1	1,000	McGraw-Hill Foundation (matching)	3	10,800
BellSouth Corporation	5	16,000	Mead Corporation Foundation	2	3,000
Bill Communications	2	2,000	Merrill Lynch Company Foundation	2	10,000
Billboard Publications/BPI Inc.	8	6,250	Metropolitan Life Foundation	1	10,000
BookPub World	1	150	Mobil Corporation	1	10,000
CBS Prof. & Educ. Publications	1	1,000	Moore Business Forms	6	6,000
Champion International	2	10,000	Morgan Guaranty Trust Company	6	45,000
Chase Manhattan Bank	5	21,000	Morgan Stanley & Co.	1	15,000
Chemical Bank	1	7,500	Nabisco, R.J.R.	1	25,000
Chicago Tribune Charities	7	55,000	New York Life Insurance Company	3	75,000
Chrysler Corporation Fund	6	55,000	New York Telephone Company	5	24,000
Cigna Corporation	2	4,000	Newhouse (Samuel) Foundation	1	25,000
Colgate Palmolive	1	500	Norton & Company (W.W.)	6	4,500
Control Data Corporation	4	7,250	Pacific Telesis Foundation	1	5,000
Copley Press	1	1,000	Penney (J.C.) & Company	3	16,000
CPC International	6	19,000	Petersen Publishing Company	7	8,000
Culpeper Foundation	1	25,000	Pforzheimer Foundation	1	20,000
Martin S. Davis Estate	1	10,000	Philip Morris Companies	3	3,000
Davis Foundation	1	10,000	Primerica Corporation	1	10,000
Dekker Inc., Marcel	4	2,500	Prudential Foundation	1	5,000
Donnelley & Sons, R.R.	7	13,000	Rand-McNally	4	4,000
Dow Jones & Company Foundation	6	31,000	SFN Companies	1	5,000
Dun & Bradstreet Foundation	1	3,000	Standard & Poors	1	500
Edwards Brothers	7	1,750	Steck-Vaughn	4	1,000
Elsevier Science Publishing	3	3,000	Tandy Corporation/Radio Shack	8	11,500
Equitable Life Assurance Company	1	5,000	Time Warner Inc.	5	37,000
Exxon Education Foundation/Corp.	6	95,000	Times Mirror Company	5	46,000
Flom Family Philanthropic Fund	1	10,000	UPS Foundation	3	23,000
Ford Motor Company Fund	6	27,500	Veronis Suhler & Associates	2	4,500
Foster-Davis Foundation	1	5,000	Wachtell Lipton Rosen & Katz	10	100,000
Gannett Foundation	1	25,000	Waldenbooks	4	4,000
Girls Scouts of Misawa Air Base	1	811	Waldman Graphics	5	9,000
Goodyear Tire & Rubber Company	6	26,500	Washington Post Company (matching)	1	500
Grumman Corporation	1	1,000	Western Publishing Company	1	1,000
GTG-East (U.S.A.Today TV)	1	1,875	Westvaco Corporation	7	35,000
Gulf & Western Foundation	3	35,000	Young & Rubicam Ventures	3	6,000
Harcourt Brace Jovanovich	1	5,000	Zenger-Miller	2	1,352
Harper & Row Publishers	2	3,000			
HCA Foundation	1	2,000			
Hearst Corporation	7	27,500			
Heath (D.C.)/Raytheon	5	15,000			
Hewlett Foundation	3	325,000			
Hitachi Foundation	1	2,500			
Houghton Mifflin Company	1	1,000			
Household International/Bank	7	9,000			
Houston Chronicle	2	3,500			
			Individual Donations:		
			Harold W. McGraw, Jr.	11	2,075,497*
			Others	92	15,696
			Totals	434	\$4,535,102

* includes \$400,000 granted in 1984 to American Library Association for Ad Council/Coalition for Literacy national awareness campaign.

NEWS IN BRIEF

REACHing Out To Would-Be Learners

With an unemployment rate of about 30 percent, Chester, Pennsylvania, has been ranked the most depressed city of its size in the nation by the U.S. Department of Housing and Urban Development. Over half the city's adults do not have high school diplomas and from 35 to 50 percent read below the 4th grade level. In 1987, the Delaware County Literacy Coalition and the J. Lewis Crozer Library jointly began Project REACH (Resources on Education for the Adults of Chester) to disseminate information about educational resources available for adults. The outreach program makes use of a 23-foot mobile home to carry the word to all parts of the city. The staff (a project director, two part-time assistants, and a driver) move through town on a regular schedule that is printed in the local newspaper. They began by providing information about and making referrals to educational programs ranging from ABE and GED through college and technical training. Later the program's scope was extended to include referrals to all social service agencies. Because the REACH staff became aware of how little the various agencies knew about each other, the partnership initiated a resource and networking group, ChesNetwork, that brings together representatives of more than 74 education, training, health, social, and emergency service agencies on a regular basis. Since its inception REACH has served some 2,800 people, about 60 percent of whom have gone into some form of educational program (25 percent into GED, 11 percent into ABE or ESL). REACH is funded by the Pew Charitable Trust and the Pennsylvania Department of Education, with additional support from other foundations and local businesses. (For more details contact Patricia Gaul, Director, Delaware County Literacy Council, 225 East 24th Street, Chester, PA 19013, 215-876-4811.)

ACT's Workforce Assessment System

In 1990 American College Testing (ACT), with input from the American Association of Community and Junior Colleges, National Association of State Directors of Vocational and Technical Education, and the National Association of Secondary School Principals, began work on a new

workplace skills teaching and assessment system [see BCEL Newsletter, October 1990, page 3]. The system—called **Work Keys**—will have four interrelated parts: an Assessment Component, a Job Profiling Component, a Curricular Component, and a Reporting and Recording Component. Last fall three tests were released from the **Work Keys' Assessment Component: Reading for Information, Listening & Writing, and Applied Mathematics**. The test items span a range of skills levels and are based on work-related materials, problems, and situations. (Contact L. Kate Ulmer-Sottong, Assistant Director, Client Services, ACT Center for Education and Work, 2201 North Dodge Street, PO Box 168, Iowa City, IA 52243, 319-339-3027.)

Basic Skills Training For Defense Workers

The Defense Finance and Accounting Service (DFAS) is an independent agency of the U.S. Department of Defense based in Crystal City, Virginia. Established in 1991, DFAS has a workforce of over 20,000 employees in its headquarters, five operational sites, and military installations. About half are entry-level workers with high school diplomas. When DFAS found that many of these workers were not doing well in technical training, it conducted (in May 1992) a skills audit, using a sample of 100 employees. It found that 75 percent of the workers needed some remediation in math and/or language to bring their skills levels up to the 7th-8th grade level required for their jobs under the U.S. Department of Labor's rating system. In response, DFAS has since installed the BASE (Basic Academic Skills for Employment) program from Educational Technologies, Inc. at its nonmilitary sites, where about half of the entry-level workers have access to it. DFAS hopes to make the program part of required basic training for new hires at a later date, and also to extend the program to its military installations. (Contact Terrence Hill, Attn: DFAS-HQ-H, 1931 Jefferson Davis Highway, Rm. 422, Arlington, VA 22240, 703-607-1119.)

Federal Grants To Develop Voluntary Skills Standards In Several Industries

Last October the U.S. Departments of Labor and Education awarded over \$4.7 million in matching grants to 13 national trade associations and educational groups to develop and implement voluntary skills standards for specific jobs in 12 industries:

metalworking...electronics...electrical construction...tourism, travel, and hospitality...industrial launderers...retail trade...health science and technology...computer-aided drafting...air conditioning, refrigeration, and power...biotechnical sciences...printing...and automotive, auto body, and truck technicians. The grantees, which have themselves contributed \$6.6 million to the effort, are all partnerships of business, labor, and education working together to identify the standards. The funded projects will also develop certification procedures for training programs that are designed to meet the standards. (For more details write to Debra Nolan, Program Manager for Business and Education Standards, U.S. Department of Education, 330 C Street SW, Washington, DC 20202; or Stephanie Swirsky, Manpower Analyst, U.S. Department of Labor, 200 Constitution Avenue NW, Room N4649, Washington, DC 20210.)

Job Training 2000 Grants

In December 1992 the U.S. Department of Labor awarded \$1.7 million in grants for 15-month "Job Training 2000" pilot projects to nine private industry councils in Georgia, Minnesota, Indiana, California, Connecticut, Pennsylvania, New York, and Wisconsin. For the projects the PICs are creating one-stop centers to coordinate job training and vocational education services. Partners in each project will include the JOBS, JTPA, and Employment Services programs. In addition, many PICs are forming partnerships with other adult education, vocational education, and community organizations. (Contact Libby Queen or Bill Showler, U.S. Department of Labor, 200 Constitution Avenue NW, Washington, DC 20210, 202-219-5677.)

Churchill Fellowships For Workplace ESL

Since 1968, the English Speaking Union has been awarding annual Winston Churchill Travelling Fellowships to enable Americans to travel within the British Commonwealth to study and exchange ideas on a chosen topic. In 1994, from one to three awards of \$4,000-\$5,000 will be given to American educators whose work is related to the topic of "English-as-a-Second-Language Programs for Adults in the Workplace." Applicants must be U.S. citizens, over 25 years old, who devote at least 50 percent of their time to ESL programs for adults in the workplace. The

application deadline is July 31, 1993. For more information or an application, contact Nori Jaffer, The English Speaking Union, 16 East 69th Street, New York, NY 10021, 212-879-6800.

National Institute For Literacy Update

The appointment of Franmarie Kennedy-Keel as Interim Director of the National Institute for Literacy expired on March 18th. As this Newsletter goes to press, the Board of the Institute and the Inter-agency Group are in the process of naming a new Interim Director. Meanwhile, the Board is continuing to solicit and review applications for the permanent directorship. The search, which will result in a recommendation to the Inter-agency Group, is expected to take a few months. For more details call the Institute at 202-632-1500.

Conferences & Seminars

- **U.S. Employment Services/Department of Labor, State Employment Security Agencies,** and a committee of leaders from the private sector, organized labor, training and education, and other governmental bodies are giving a series of three-day **Workforce Development Forums** around the country, as follows: Boston (MA), April 14-16; Des Moines (IA), May 26-28; Albuquerque (NM), July 14-16. Contact Susan Altree (617-727-6600), Kris Stumpf (515-281-5365), or Charles Lehman (505-841-8455), respectively.
- The Illinois Literacy Resource Development Center will hold its annual **Illinois Workforce Education Conference** on May 13-14 in Chicago. Conference topics will include the multicultural workforce, legal concerns in workforce education, and pre-employment training. Call 217-893-1318.
- The annual **Texas Workforce Literacy Conference—Bridging the Skills Gap: Quality Connections for the Workplace**—will be held from May 19-21 in Dallas, Texas. Call RoJean Starke, 915-542-2712.
- Performance Plus Learning Consultants will hold a seminar on **Strategies for Designing Workplace Literacy Curriculum and Assessment** on May 21-23 in Alexandria, Virginia. Call Pat Smith, 703-455-1735 or FAX 455-5957.
- **Wider Opportunities for Women** will hold a **Literacy in Context** workshop June 4-5 in Providence, RI. Call 202-638-3143.

STATE RESOURCE CENTER GRANTS



The National Literacy Act of 1991 authorized a U.S. Department of Education program of grants to establish a network of state and regional adult literacy centers. In addition to serving as a reciprocal link between the National Institute for Literacy and local service providers, the centers are to:

- (1) *Improve and promote the use of state-of-the-art teaching and assessment methods, technologies (including computers, video, and other media), and program evaluations.*
- (2) *Develop innovative approaches to coordinating literacy services within and among the states and with the federal government. Also assist public and private agencies to coordinate the delivery of literacy services.*
- (3) *Encourage government and industry partnerships which include small businesses, private nonprofit groups, and community-based organizations.*
- (4) *Encourage innovation and experimentation to enhance literacy services.*
- (5) *Provide training, technical, and policy assistance to state and local governments and to service providers in order to increase program access and effectiveness.*
- (6) *Encourage and facilitate the training of full-time professional adult educators.*

The initiative is a federal-state matching grant program in which the states must increase their funding role each year. The Act authorizes \$25 million a year for federal grants for fiscal years 1992 and 1993 and "such sums as may be necessary for fiscal years 1994 and 1995."

In December 1992, the Department of Education announced first-year payments for three-year grant awards to each state, the District of Columbia, and Puerto Rico. Some \$5 million (\$20 million less than

authorized) has been given for the first year as shown below. Funding levels are based on the number of adults in each state's population who are not high school graduates. According to DAEL, seven states will use their grants to set up new resource centers; 11 are forming regional centers; and the others will be expanding existing centers. To learn about the plans and center for each state, contact the following persons:

AL	\$102,202	Henry Hector	205-269-2700
AZ	52,735	Gary Eyre	602-542-5281
AR	64,060	Carolyn Staley	501-324-9406
CA	417,495	Richard Stiles	916-322-2175
CO	47,229	Dian Bates	303-866-6611
DC	18,910	Marcia Harrington	202-727-1616
DE	16,709	Sally Raisner	302-739-6959
FL	211,628	Connie Hicks-Evans	904-487-1499
GA	141,182	Francis Adams	912-744-4801
HI	20,638	Sue Berg	808-586-1104
IL	236,923	Judy Rake	217-782-6921
IN	115,905	James McElhinney	317-285-5348
IA	56,637	Miriam Temple	515-281-3640
KS	45,143	Diane Glass	913-296-7159
KY	102,585	Susan Wilkerson	502-564-6624
LA	104,555	Jerry Pinsel	504-342-8405
MD	89,997	Michelle Frazier	410-333-2362
MI	184,029	Virginia Watson	517-774-7691
MS	68,662	Stan Wachstetter	601-949-2054
MO	112,897	Diana Schmidt	314-421-1970
MT	18,120	Sheila Cates	406-444-5352
NE	31,151	John Dirks	402-472-5924
NV	31,151	Emmy Bell	702-687-8340
NJ	153,638	William Tracy	609-633-0605
NM	29,711	Susie Sonfleth	505-982-3997
NY	368,390	Garrett Murphy	518-474-5808
NC	157,519	Clifton Belcher	919-733-2064
ND	17,750	G. David Massey	701-224-2393
OH	220,771	Jean Droste	614-644-0973
OK	67,512	Al Underwood	405-521-3321
OR	47,640	Cynthia Stadel	503-244-6111
PA	255,848	John Christopher	717-787-5532
PR	102,119	Celeste Benitez	809-764-6144
SC	85,872	Diana Deaderick	803-737-9915
TN	121,958	Juliet Merrifield	615-974-4109
TX	319,212	Sheila Rosenberg	512-320-9800
UT	23,439	Brent Gubler	801-538-7844
VA	125,857	Cassie Drennon	804-367-7280
WV	54,470	Linda Andresen	304-766-7655
WI	92,099	Mary Ann Jackson	608-267-9684
WY	12,033	Donna Amstutz	307-766-3969

Northwest Regional Literacy Resource Center, \$98,620

WA (67,820)	Patricia Green	206-753-3662
AK (10,224)	(Chief contact for all three states of the Northwest Regional Center.)	
ID (20,576)		

Minnesota-South Dakota Regional Adult Literacy Resource System, \$91,748

MN (73,398)	Brian Kanen	612-296-4078
SD (18,350)	(Chief contact for the two states.)	

New England Literacy Resource Center, \$259,475

MA (106,044)	Robert Bickerton	617-770-7619
CT (63,694)	(Chief contact for all six states of the New England Resource Center.)	
ME (26,951)		
NH (21,283)		
RI (27,218)		
VT (14,285)		

(For further information about this federal grant program phone the Division of Adult Education & Literacy of the U.S. Department of Education at 202-205-9685.)

FEDERAL LITERACY

(Cont'd from p. 1)

National Workplace Literacy Grants

Enabling Legislation: Adult Education Act (as amended by the National Literacy Act of 1991). **Purpose:** To support the development of education and business partnerships that provide basic skills instruction to employed workers. **Funding:** \$18.9 million for FY93—direct federal grant program. **Local program access:** Education and business partnerships apply to the Department of Education. **Federal Contact:** Sarah Newcomb, Office of Vocational and Adult Education, (202) 205-9996. **[Note:** The solicitation requesting proposals to provide workplace literacy programs is announced in the Federal Register.]

Prison Literacy Program Grants

Enabling Legislation: Adult Education Act (as amended by the National Literacy Act of 1991). **Purpose:** To establish functional literacy programs in correctional facilities. **Funding:** \$4.9 million, FY93—direct federal grant program. **Local program access:** State correctional agencies can elect to apply for a grant to develop these functional literacy programs; the applicant can contract with a literacy provider to actually deliver services in the correctional facility. **Federal Contact:** Gail Schwartz, Office of Correctional Education, (202) 205-5621. **[Notes:** (a) Application procedures and dates are printed in the Federal Register. (b) The federal prison system also operates a mandatory basic skills program for inmates lacking a high school diploma.]

Adult Literacy for the Homeless

Enabling Legislation: Stewart B. McKinney Homeless Act. **Purpose:** To develop and support literacy programs provided to the homeless population. **Funding:** \$9.6 million, FY93—direct federal grant program. **Local program access:** An individual state education agency may apply for federal funds to provide these specialized services. The agencies may contract with local providers to operate the program. **Federal Contact:** James Parker, Office of Vocational and Adult Education, (202) 205-5499. **[Notes:** (a) Grants are awarded on a three-year cycle. (b) Announcements regarding the availability of funds and specific application procedures appear in the Federal Register. (c) The McKinney Act also established a program in the Department of Labor that provides job training services to homeless adults.]

Even Start Family Literacy Grants

Enabling Legislation: Elementary/Secondary School Improvement Amendments (Hawkins/Stafford). **Purpose:** To support the development and operation of family literacy programs combining adult education with early childhood education. **Funding:** \$89.3 million, FY93—originally a direct federal grant program, now state-administered formula grants. **Local program access:** Community-based and other nonprofit organizations can in collaboration with a local education agency apply to the state education office. **Federal Contact:** Donna Consorti, Office of Elementary and Secondary Education, (202) 401-3455. **[Notes:** (a) A percentage of Even Start funds are set aside for Migrant Education—contact Regina Kinnard at (202) 401-

0803. (b) Funds are also set aside for territories and Indian tribes—contact Patricia McKee at (202) 401-0803. (c) The Hawkins/Stafford legislation also includes the Fund for the Improvement of Postsecondary Education (FIPSE), which has in the past funded literacy-related projects—contact Tom Carroll at (202) 708-5750.]

Family English Literacy Grants

Enabling Legislation: Elementary/Secondary School Improvement Amendments (Hawkins/Stafford). **Purpose:** To provide limited-English-proficient families, adults, and out-of-school youth with instruction in the English language. **Funding:** \$3.6 million, FY93—direct federal grant program. **Local program access:** Local public and private education agencies may apply, including both nonprofit and for-profit groups. **Contact:** Mary Mahoney, Family English Literacy Program, Office of Bilingual Education, (202) 205-8728. **[Note:** Announcements regarding date and procedures for applying appear in the Federal Register.]

Adult Indian Education

Enabling Legislation: Elementary/Secondary School Improvement Amendments. **Purpose:** To provide basic skills instruction to adult Indians, thereby improving their educational and employment opportunities. **Funding:** \$4.6 million, FY93—direct federal grant program. **Local program access:** State or local education agencies and Indian tribes, institutions, and organizations. **Contact:** Jon Wade, Office of Indian Education, (202) 401-1887. **[Note:** Announcements appear in the Federal Register.]

Library Literacy Programs (Title IV)

Enabling Legislation: Library Services & Construction Act. **Purpose:** To support state or local libraries in providing literacy services, including the training of literacy volunteers and staff. **Funding:** \$8.1 million, FY93—direct federal grant program. **Local program access:** State or local libraries apply to the federal government; they can use their funds to support or train literacy volunteers. **Contact:** Carol Cameron, Office of Library Programs, (202) 219-1315. **[Note:** Application details appear in the Federal Register.]

Student Literacy Corps

Enabling Legislation: Higher Education Act. **Purpose:** To encourage and support college students to become literacy volunteers as part of their college experience. **Funding:** \$5.3 million, FY93—direct federal grant program. **Local program access:** Institutions of higher education are eligible to apply. Student volunteers are placed as tutors in community agencies assisting educationally or economically disadvantaged individuals. **Contact:** Darlene Collins, Office of Postsecondary Education, (202) 708-8394. **[Note:** Application details announced in the Federal Register.]

Vocational Education: Basic State Grant Program & Community-Based Organizations

Enabling Legislation: Carl D. Perkins Vocational & Applied Technology Education Act. **Purpose:** To prepare adults and youth for the world of work by combining vocational/technical (occupation-specific) instruction with basic academic instruction. **Funding:** \$972.8 million, FY93, Basic State

Grant Program—administered by the states; and \$11.8 million, FY93, Community Based Program—administered by the states. **Local program access:** State and local public educational agencies, including institutions of higher education; and community-based organizations, respectively. **Federal Contact:** Winifred Warrant, Office of Vocational and Adult Education, (202) 205-9441. **[Notes:** (a) A new focus in vocational education includes basic skills instruction for both high school students and returning adults. (b) Also contained within the vocational basic state grant program is the Single Parent/Displaced Homemaker Program which provides grants to agencies working with these groups.]

State Literacy Resource Center Grant Program

Enabling Legislation: Adult Education Act (as amended by the National Literacy Act). **Purpose:** To stimulate and improve the coordination and provision of literacy services at the state and local level, and to serve as a link between the National Institute for Literacy and local service providers. **Funding:** \$7.9 million, FY93—direct federal grant program. **Access:** States operate the centers and receive funding on the basis of an approved application. Local service providers and researchers, including public and private sector organizations, have access to services. **Federal Information #:** (202) 205-9685. **[Note:** See article on p. 5.]

National Diffusion Network Grants

Enabling Legislation: Hawkins/Stafford. **Purpose:** To promote the dissemination and adoption of approved best practices by educational institutions. Grants are awarded to "best practice" programs to disseminate their models nationally and encourage adoption by others. **Funding:** \$14.6 million, FY93—direct federal grant program. **Access:** Local education programs that are fully operational and have been independently evaluated can apply for review by NDN's Program Effectiveness Panel. **Contact:** Elizabeth Farquhar, NDN, OERI, (202) 219-2134. **[Note:** Very few adult education/literacy programs have been recognized to date.]

Intergovernmental Agency

National Institute for Literacy

Enabling Legislation: Adult Education Act (as amended by the National Literacy Act of 1991). **Purpose:** To provide a national focal point for literacy within and outside of federal government. **Services:** Conduct basic and applied research, assist in the development of national policies regarding literacy goals, objectives, and strategies; provide coordination assistance; assist in policy analysis and evaluation; provide program and technical assistance to state and local groups, including staff training; collect and disseminate information; and coordinate and track the literacy programs of federal agencies. **Funding:** \$4.9 million, FY93, of which an undetermined sum will be available as grants to the field. **Access:** There are no restrictions on whom NIFL can serve or assist. Its grants and services cut across program type, and system and geographical boundaries. **Contact:** Interim Director, NIFL, (202) 632-1500. **[Notes:** (a) The Institute has an independent Board of Directors appointed by the President, and is operated under an Interagency Agreement established by the

Departments of Education, Labor, and Health & Human Services. (b) Grant application details are announced in the Federal Register.]

U.S. Department Of Labor

Disadvantaged Adult Training Program

Enabling Legislation: Job Training Partnership Act, Title II-A. **Purpose:** To prepare adults who are economically disadvantaged and have barriers to employment for participation in the labor force by increasing their occupational and educational skills. Recent amendments to JTPA have given increased emphasis to the provision of adult basic skills. **Funding:** \$1.05 billion, FY93—a state formula grant program in which 77% of the funds are distributed to the local service delivery areas (SDAs) within each state and 23% is held at the state level for incentives, education coordination, and capacity building. **Local program access:** JTPA programs operate at the local level via the SDAs and Private Industry Councils (PICs). Local JTPA programs are usually a "broker" of services; they can and usually do contract with other local providers to actually deliver the needed services. Access to and information about JTPA is more likely to be available at the state or local level than the federal level. Each state's "liaison officer" can direct literacy groups to the local PICs or SDAs for their areas. **Federal Information Contact:** Hugh Davies, Office of Employment and Training, (202) 219-5580. **[Notes:** (a) One of the JTPA set-asides is for state educational coordination and service grants (8%). These funds go to any state education agency that will provide either directly or through agreements with local agencies the required activities (one activity being the provision of literacy and lifelong learning services). (b) JTPA also includes Job Corps and Title II-B programs for youth that include literacy services.]

Assistance for Dislocated Workers

Enabling Legislation: Job Training Partnership Act, Title III. **Purpose:** To assist workers who have lost their jobs because of a plant closing, global competition, or industry cutbacks with education, job training, job placement services, and other activities that will enhance their ability to re-enter the labor force. **Funding:** \$566.6 million, FY93—10% of the funds may be held at the state level by the governor with the remainder distributed to the local SDAs (service delivery areas). **Local program access:** The bulk of a state's dislocated worker funding is spent through the SDA structure (as in Title II-A above). The local PIC makes the major decisions about how the funds are spent and the need for literacy services. In some cases the PIC may contract with literacy providers for these purposes. **Contact:** Robert Colombo, Office of Worker Retraining and Adjustment Program, (202) 219-5577.

U.S. Department Of Health & Human Services

Job Opportunities & Basic Skills Training Program (JOBS)

Enabling Legislation: Family Support Act of 1988. **Purpose:** To assure that needy (AFDC) families with children obtain the education, training, and employment that will help them avoid long-term welfare dependence. **Funding:** \$1 billion, FY93 (capped entitlement)—state formula grant program

with a significant state matching requirement; state welfare agencies are responsible for administering the program. **Local program access:** State and local literacy/adult education programs can contract with the state or local welfare agencies to provide basic education services to JOBS participants. **Contact:** Ann Barbagallo, Office of Family Assistance, Administration for Children and Families, (202) 401-5139. **[Notes:** (a) Each state has a JOBS coordinator, usually in the state welfare agency; the federal contact should be able to provide a listing of them. (b) A number of states have already entered statewide contracts or agreements regarding the delivery of basic education to JOBS participants.]

Head Start Program

Enabling Legislation: Head Start Act. **Purpose:** To provide health, educational, and social services to disadvantaged pre-school children and their families. **Funding:** \$2.8 billion, FY93. Federal funding is provided to Head Start agencies, including both public and private non-profit organizations. **Local program access:** New language in Head Start now states that the agency provide (either directly or through referral) literacy services to the parents of Head Start children. **Contact:** General Head Start #, (202) 205-8578. **[Note:** Small amounts of additional funding are also provided to Head Start agencies for literacy services through the Parent Literacy Initiative Program; agencies have typically used this funding to purchase books and computers, and to organize volunteers. **Contact** Denise Glover, (202) 205-8552.]

Other HHS Programs of Note

State Legalization Impact Assistance Grants (SLIAG) provides states with funds to assist eligible legalized aliens, as part of the IRCA amnesty program. Educational instruction, especially ESL, was one of the services provided. The program will expire in 1994. **Contact:** Bob Driscoll, SLIAG, Office of Refugee Assistance, (202) 401-9246. **Refugee Assistance Programs** provide states with direct payments to assist eligible refugees. The services provided include instruction in English. **Contact:** Lenny Glickman, Office of Refugee Resettlement, (202) 401-3446.

U.S. Department Of Agriculture

Food Stamp Employment/ Training Program

Enabling Legislation: Food Security Act. **Purpose:** To assist states in providing education and training services to recipients of food stamps, thereby improving their employability. **Funding:** \$75 million, FY93—state-administered formula grants directed through agencies responsible for the administration of the Food Stamp Program. **Local program access:** Local basic education groups can contract with the responsible state agency to provide instructional services. **Contact:** Ellen Henigan, Office of Food and Nutrition Services, (703) 305-2762. **[Notes:** (a) In many states this program in fact does little more than meet the registration requirement for participation. (b) The Department of Agriculture also has a Cooperative Extension Services network of state and county offices that can provide educational services as part of their activities. **Contact:** Myron Johnsrud, Extension Services, (202) 720-3377.]

ACTION Agency

VISTA (Volunteers in Service to America) Literacy Corps

Enabling Legislation: Domestic Volunteer Service Act. **Purpose:** Generally to recruit and place volunteers in community-service programs that address issues associated with poverty. Specifically, the VISTA Literacy Corps provides volunteers to literacy programs. **Funding:** \$5 million, FY93—for stipends of up to one year for the services of each literacy volunteer provided. **Local program access:** Public and private nonprofit literacy or adult education agencies/organizations are eligible to apply for volunteers. **Contact:** Diana London, VISTA Program, (202) 606-4845. **[Note:** Literacy volunteers can also be provided under the "regular" VISTA program, the Retired Senior Volunteer Program (RSVP), and Student Community Service (SCS).]

Information Services, Special Initiatives, & Research Projects

Educational Resources Information Center (ERIC)

Enabling Legislation: Authorization for Office of Educational Research & Improvement (OERI) of U.S. Department of Education. **Purpose:** To support a network of clearinghouses and related components that provide information on educational topics, including adult education and literacy. **Services:** Provides database information, analyses, and other user services, such as topical searches, and occasionally publishes independent materials. **Contact:** Robert Stonehill, ERIC Program, OERI, (202) 219-2289. **[Note:** The two ERIC clearinghouses of special interest in the area of adult literacy are the Adult, Career, and Vocational Education Clearinghouse (Susan Imel, 800-848-4815) and the National Clearinghouse on Adult ESL Literacy Education (Annie Fitch, 202-429-9292).]

JOBS Technical Assistance Project

Enabling Legislation: Family Support Act (HHS). **Purpose:** To assist states and localities in the implementation and operation of the JOBS program, including basic education services. **Services:** Training, workshops, and other assistance to state and local programs involved in JOBS. **Access:** The contract for this project, which ends in September, was awarded to the National Alliance of Business. **Information Contact:** Steven Golightly, NAB, (202) 289-2920.

National Evaluation of Adult Education Programs

Responsible Department: U.S. Department of Education. **Purpose:** To provide longitudinal information about adult education programs and students. **Relevance:** To inform literacy providers, policymakers, and learners with critical information about what works and what does not; an interim report is available from the Office of Vocational and Adult Education. **Contact:** Ron Pugsley, Division of Adult Education & Literacy, Office of Vocational and Adult Education, (202) 205-9872.

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FEDERAL LITERACY

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National Adult Literacy Survey (NALS)

Responsible Party: Educational Testing Service under contract to OERI of the U.S. Department of Education. **Purpose:** To determine the literacy proficiency levels of the adult population in terms of quantitative, prose, and document literacy. **Relevance:** This study is based on a specially-designed household survey patterned after the NAEP study of 21-25 year-olds. ETS is being assisted by the Westat Corporation, a National Definition Committee, and a Technical Review Committee. **Contact:** Irwin Kirsch, Project Director, ETS, (800) 551-1230. **[Note: Several states have contracted with ETS for parallel state-level assessments.]**

Developing Program Quality Indicators in Adult Education

Responsible Party: U.S. Department of Education. **Purpose:** To provide to planners, practitioners, and learners at the national, state, and local levels information about the quality of adult education programs. **Relevance:** By July 1993 each state must have adopted its own indicators of program quality. The U.S. Department of Education has developed and provided the states with a model of quality indicators to consider in evaluating their programs. **Contact:** Ron Pugsley, Division of Adult Education and Literacy, Office of Vocational and Adult Education, (202) 205-9872.

Study of ABE/ESL Instructor Training Approaches

Responsible Party: Pelavin Associates under contract to the U.S. Department of Education. **Purpose:** To develop a series of staff development training modules, based on consultation with adult literacy professionals. **Relevance:** Eight staff training modules were developed and are available to literacy providers. One workshop for trainers of trainers has been held and others are being planned. **Contact:** Mark Kutner, Pelavin Associates, (202) 785-3308. **[Note: Tammy Fortune, Office of Vocational and Adult Education, can provide copies of the training modules, (202) 205-9996.]**

Business and Education Standards Program

Responsible Party: U.S. Department of Education. **Purpose:** Through contracted outside projects, to develop national skill standards and skill certificates for competencies in industries and the trades. **Relevance:** Establishing national standards and developing documentation of mastery to help workers, employers, and workplace educators become more aware of what skills are needed to do a job well. **Contact:** Debra Nolan, Office of Vocational and Adult Education, (202) 205-9650. **[Note: See "News In Brief" item, p. 2.]**

Evaluation of Federal Adult Education Homeless Programs

Responsible Party: Pelavin Associates, under contract to the U.S. Department of Education. **Purpose & Expected Outcome:** To provide information on programs/services being provided, characteristics of the population being served, and other data. State agencies that have received federal homeless

grants and local programs subcontracted by them to provide the services were surveyed and site visits made. A report is expected during the summer of 1993. **Contact:** Darrel Drury, Pelavin Associates, (202) 785-3308.

Field Test of the Enhanced Evaluation Model

Responsible Party: Pelavin Associates, under contract to the U.S. Department of Education. **Purpose:** To test the effectiveness of the "enhanced evaluation model" that was developed in 1991 for adult education programs. The following states are participating in the field test: AL, CT, ID, IL, MD, NY, SD, WA, and WI. **Relevance:** The information provided by this initiative should assist states in designing an evaluation model that will meet their specific needs. **Contact:** Larry Condelli, Pelavin Associates, (202) 785-3308. **[Note: Copies of the 1991 report, called "Evaluation Framework for State Adult Education Programs," can be obtained from Tammy Fortune, Office of Vocational and Adult Education, (202) 205-9996.]**

National Center for Adult Literacy

Responsible Party: University of Pennsylvania, under contract to OERI of the U.S. Department of Education. **Purpose:** To support the development of adult literacy through a varied research program, workshops and roundtable discussions, publications, and development of a technology lab. **Contact:** Daniel Wagner, University of Pennsylvania, (215) 898-1925.

Center for Educational Quality in the Workplace

Responsible Party: University of Pennsylvania, under contract to OERI of the U.S. Department of Education. **Purpose:** To support research activities that further the understanding of what skills are required in the workplace and needed by workers, including the dissemination of research findings through publications. **Contact:** Robert Zemski, University of Pennsylvania, (215) 898-4585.

Technical & Education Assistance for Mid- and Small-Sized Firms (TEAMS)

Responsible Party: U.S. Department of Labor. **Purpose:** To form a broad-based federal partnership to help small companies meet their needs for a highly skilled workforce. **Projects and Activities:** TEAMS is focused on workforce literacy, technical training, work restructuring, and labor management relations. TEAMS-developed products in these areas will be disseminated to small businesses. TEAMS is working with a number of government entities such as the Department of Commerce, Manufacturing Technology Centers, and national organizations such as the American Association of Community and Junior Colleges. **Contact:** Vic Trunzo, Office of Work-Based Learning, (202) 219-5281.

A Study on the Effects of Organizational Change in the Workplace

Responsible Party: American Society for Training and Development (ASTD), under contract to the U.S. Department of Labor. **Purpose:** To determine how companies can more effectively manage the

reorganization of work and what skills workers need to function in the new work environment. **Contact:** Alice Grindstaff, ASTD, (703) 683-8158.

Job Training 2000 Demonstration Projects

Responsible Party: U.S. Department of Labor. **Purpose:** To demonstrate the effectiveness of local skill centers that provide one-stop shopping for adults who need education, job training, and employment services. **Relevance:** Integrating education, job training, and employment services into one system and location is an approach discussed by both the old and new administrations. These demonstrations could provide critical information about how best to implement an integrated system at the local level. **Contact:** Libby Queen, Adult, Family, Workplace Literacy Unit, (202) 535-0677. **[Note: Ten demonstration projects were funded through local Private Industry Councils in the following states: CA, CT, GA, IN, MI, MN, NY, PA, and WI (2).]**

WorkGroup on JOBS Performance Standards

Responsible Department: U.S. Department of Health & Human Services. **Purpose:** To provide the Secretary with independent advice from a group representing the field about the development and implementation of performance standards for the JOBS program. The Secretary is to submit recommendations to Congress by October 1993. **Relevance:** The performance standards are likely to influence the extent, intensity, and quality of basic education provided under the JOBS program. **Contact:** Ann Barbagallo, Office of Family Assistance, Administration for Children and Families, (202) 401-5139.

JOBS Program Evaluation

Responsible Party: Manpower Demonstration Research Corporation (MDRC), under contract to the U.S. Department of Health & Human Services. **Purpose:** To determine the relative effectiveness of the different approaches being used by states to deliver JOBS program services to long-term welfare recipients. **Contact:** Robert Ivry, MDRC, (212) 532-3200. **[Note: This evaluation has many sub-studies and related demonstration projects.]**

Adult Literacy and New Technologies

Responsible Party: Office of Technology Assessment (of the U.S. Congress). **Purpose:** To provide a comprehensive look at addressing the needs of adult literacy programs and learners through the use of technology. **Contact:** Linda Roberts, Project Director, (202) 228-6920. **[Note: A summary of the final report on this project is expected to be available soon from OTA. Copies of the full report will be available from the U.S. Government Printing Office, (202) 512-0132.]**

Job Training Approaches and Costs in Small and Large Firms

Responsible Party: University of Kentucky, under contract to the U.S. Small Business Administration. **Purpose:** To provide an overview of the job training being offered by business and to compare and contrast small and large firm approaches and costs. A report is expected this summer. **Contact:** Patricia McBride, SBA Office of Advocacy, (202) 205-6533.

Pending Legislation

H.R. 6—Reauthorization of the Elementary and Secondary Education Act

Even Start is included in this Act. Subcommittee hearings are being conducted to consider changes that would improve Even Start. Introduced by Congressman Dale Kildee (D-MI), Chairman, Subcommittee on Elementary, Secondary, and Vocational Education. Staff Contact: Tom Kelley, (202) 225-4368.

H.R. 90—Workforce Readiness Act of 1993

This bill would establish a national board on workforce skills and a school-to-work transition program. Introduced by Congressman Kildee (D-MI), Chairman, Subcommittee on Elementary, Secondary, and Vocational Education. Staff Contact: Tom Kelley, (202) 225-4368.

H.R. 91—Workplace Education and High Performance Workforce Act of 1993

This bill would create a technical assistance system on workplace education for small businesses. Introduced by Congressman Kildee, Chairman, Subcommittee on Elementary, Secondary, and Vocational Education. Staff Contact: Tom Kelley, (202) 225-4368.

H.R. 124—Amendment to the Internal Revenue Code of 1986

This bill would allow a credit to employers for the cost of providing English language training to their employees. Introduced by Congressman Bill Emerson (R-MO), referred to Ways and Means Committee. Staff Contact: Kelly Hughes, (202) 225-4404.

H.R. 690—Workplace Education Act of 1993

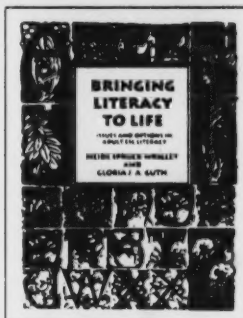
This bill would amend the National Literacy Act, establish an Office of Workplace Education in the Department of Labor, and provide workplace education services to small businesses (including grants to the states to improve the productivity of those businesses). Introduced by Congressman Ralph Regula (R-OH), referred to the Education and Labor Committee. Staff Contact: Eleanor Copeland, (202) 225-3876.

CORRECTIONS

The correct number of employees at Abbott Laboratories' Diagnostic Division in Irving, Texas is 1,600 [see BCEL Newsletter, January 1993, p. 12].

The photograph on p. 14 of the January 1993 BCEL Newsletter was provided in error by the Washtenaw Education-Work Consortium. It actually shows an instructor at the Baldor Electric Company in Columbus, Mississippi.

AGUIRRE REPORTS ON ADULT ESL LITERACY



In May 1992, under an \$800,000 contract with the U.S. Department of Education, Aguirre International completed a two-year national study of literacy programs for adults speaking English as a second language. The broad purpose was to identify and analyze effective instructional programs and issues so as to help practitioners, policymakers, and researchers improve literacy teaching and language learning for ESL adults.

Aguirre conducted an extensive literature review in the areas of adult learning, second language teaching, and literacy education. It also examined available ESL curricula and program approaches across the country. The ingredients for an effective adult ESL literacy program were then determined and, based on these criteria, nominations were sought from around the country for exemplary case study programs. Of the 123 nominations received, nine were chosen for further study* through on-site observations and interviews with teachers, students, and administrators. Advice was given throughout the project by a specially-convened working group of 14 nationally-recognized professionals and also from other ESL experts as needed.

Aguirre's findings were recently released in three separate publications, all written by Gloria J.A. Guth (project director) and

Heide Spruck Wrigley (language, literacy, and learning specialist):

- *Adult ESL Literacy: State of the Art 1990* is an 85-page publication in which findings from the literature review are examined. Seven chapters cover such topics as characteristics of effective adult ESL literacy programs...issues and options for ESL literacy curricula...theories, approaches and innovative classroom strategies for teaching and learning to read and write in English...assessing ESL literacy...bilingual and Spanish language literacy...and promising practices and resources. This publication was prepared at the end of the literature review phase of the project and subsequently incorporated into the handbook and technical reports described below. (Available for \$10.50, plus applicable sales tax in California, from Aguirre International, 411 Borel Avenue, Suite 402, San Mateo, CA 94402, 415-349-1842.)

- *Bringing Literacy to Life: Issues and Options in Adult ESL Literacy* is a 300-page handbook for ESL teachers and programs. Its nine chapters range from a far-ranging discussion of meaning and practice in adult ESL literacy, to a consideration of how computers and video technology can best be used to support effective programs, to sample curricular modules and activities that teachers can use as appropriate to advance the goals of individuals within their particular programs. Attention is also given to such issues as teaching in multi-level classrooms, using non-standardized alternative assessment tools to measure individual learning gains, and providing literacy instruction in a learner's native language. The book is structured less as a step-by-step how-to guide than as an "organic" resource from which elements of personal interest and usefulness can be drawn by the teacher. Each chapter ends with a number of thought-provoking questions to help readers apply the material to their own programs. Ten model teaching units are included. (Available from Aguirre at the above address for \$18.50, plus applicable tax in California.)

- *Adult ESL Literacy Programs and Practices: A Report on a National Research Study* (Technical Report) is the centerpiece publication of the project. This report (282 pages) presents in detail the project's specific and general findings, recommendations for improving ESL literacy services, and summaries of the case study

(Cont'd on p. 10)

* The nine programs were: El Barrio Popular Education Program (New York, NY), Refugee Women's Alliance (Seattle, WA), Adult Basic Education Program of the Haitian Multi-Service Center (Dorchester, MA), International Institute of Rhode Island Literacy/ESL Program (Providence, RI), Family English Literacy Program of the Lao Family Community of Minnesota (St. Paul, MN), Project Workplace Literacy Partners for the Manufacturing Industry in Cook County (Des Plaines, IL), Arlington Education & Employment Program (Arlington, VA), and Literacy Education Action Small Group Instruction Program of El Paso Community College (El Paso, TX).

AGUIRRE'S ESL REPORT

(Cont'd from p. 9)

programs. (Available free from DAEL Clearinghouse, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, 202-205-9996.)

The technical report indicates that 17 major conclusions were reached:

1. The language and literacy needs of non-literate language minority adult learners are best met by ESL literacy or native-language literacy classes that teach reading and writing in combination with oral language development. Neither traditional ESL classes nor literacy classes for native English speakers meet the needs of non-literate language minority adults.
2. Teaching literacy in the native language is a successful approach that is culturally responsive and linguistically appropriate for non-literate learners.
3. The following elements, weighted differently from program to program, appear among successful program models: building programs around the backgrounds and experiences of the learners...teaching language and literacy in a particular functional context rather than as a set of isolated skills...using a teaching approach that is meaning-based rather than focused on a narrow range of specific skills per se...developing curriculum on the basis of input from both teachers and learners...integrating reading, writing, speaking, and listening activities into all ESL classes (even at the beginning levels)...having members of the learners' community on the staff and involved in governance...and focusing on cross-cultural issues and skills.
4. Diversity is the hallmark of adult ESL literacy programs and no single model appears to meet the needs of all learners.
5. Good adult education programs have: community outreach, learner needs assessment, program design, an established curriculum, variety in approach and method, initial assessment and progress evaluation, staff development, and support services.
6. Teachers should have background in relevant educational theory and teaching practice as well as in-depth knowledge of the communities they serve. Not all teachers currently have both strengths and there is too little funding in the field to provide the needed training on a systematic basis.
7. Most adult ESL literacy programs depend on part-time teachers who often are underpaid and overworked, lack job security, and get no benefits. On a long-term basis, they are thus subject to burnout, the field loses good teachers and program directors, and it is hard to recruit talented people into the profession. More funding is needed at all levels for staff and teacher salaries and benefits.
8. Many programs depend on one guiding light (usually the program director), and these managers are often close to burnout from struggling to provide consistency of programming in the face of impossible funding constraints, including the short-term funding cycles of donor organizations.
9. Program-based staff development, where staff take part in training geared to the specific needs of their own program rather than in general ESL literacy teaching, is an element of most successful programs.
10. Teachers in adult ESL literacy programs need, but many have not had, specific training or experience in teaching adult ESL literacy.
11. ESL literacy practitioners are eager to share what they have learned from practice and want to find out more about theory and "best practices," yet many feel isolated and the field is hampered by a lack of vehicles for communication.
12. Assessment of learner progress is one of the areas most in flux among ESL literacy programs as programs, funders, and policymakers try to balance demands for tests that can be used to compare programs with calls to keep learner assessments program-based and learner-centered. A particular problem is that many funders require the use of standardized tests, which often are not appropriate in ESL literacy settings.
13. A wide variety of evidence is collected by programs to show student progress, but there is a need to develop systems for analyzing and summarizing that data to show overall program effectiveness. The very diversity that encourages program flexibility also makes it hard for policymakers to compare programs and learner outcomes across literacy levels, program types, and teaching approaches. A vigorous program of research is needed to help provide solutions to this problem.
14. Support services are critical determinants of whether learners can participate in ESL literacy programs. Helping learners overcome barriers to participation involves improving accessibility and providing services such as childcare, transportation, counseling, and job referral. Not all solutions to this problem require a lot of money.
15. Lack of research on the role and use of technology in the programs...the paucity of suitable software...and not knowing how to integrate technology into programs are all problems blocking needed and wider access to technology.
16. Inadequate funding and short-term funding cycles adversely affect the quality of many adult ESL literacy programs. Moreover, the different reporting requirements of funding agencies strain the bookkeeping capacity of programs.
17. Providers, planners, and policymakers all need much more accurate estimates of the number of adults currently receiving ESL literacy services (from all sources), the number of adults who need such services but are not being served, and the number of ESL literacy programs.

The most pressing needs in adult ESL literacy, says Aguirre, are these:

- Increased access for adult ESL literacy learners facilitated by more classes and skilled teachers.
- Comprehensive long-term planning that takes program quality into account and smooths out the funding cycles.
- Staff development opportunities specifically geared to adult ESL literacy.
- Improved career paths for adult ESL literacy teachers.
- Reconciling the diversity of program types and approaches with funders' desire for program comparison and accountability.
- Development of alternative assessment instruments because they directly affect measures of program effectiveness and accountability.
- Forums in which practitioners can share ideas.
- Longitudinal research to determine which approaches work under which circumstances.

TOOLS OF THE TRADE

General Policy, Planning & Research

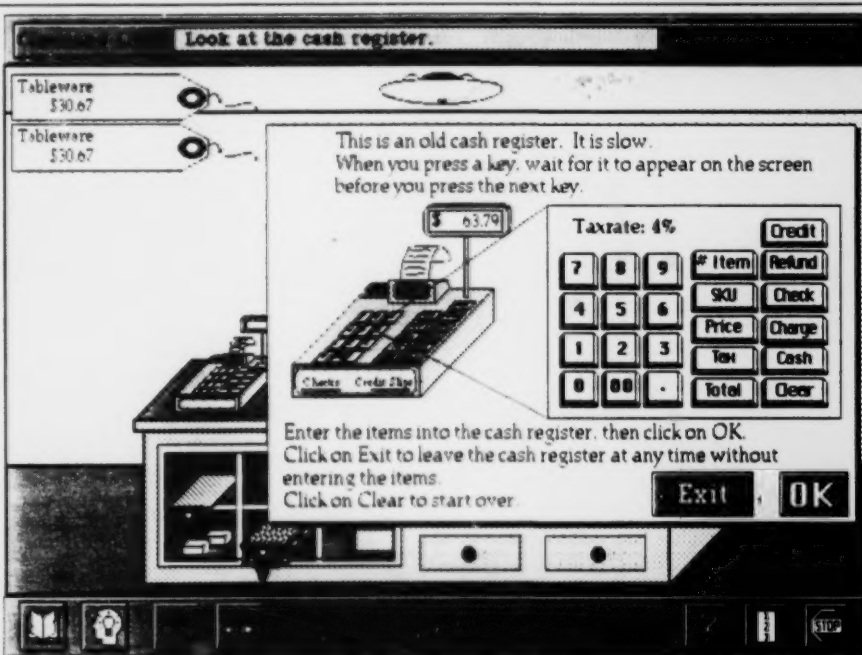
1 The Intergenerational Transfer of Cognitive Skills, Volume I: Programs, Policy, and Research Issues and Volume II: Theory and Research in Cognitive Science (edited by Thomas Sticht, Micheal Beeler, and Barbara McDonald) are collections of papers commissioned for a conference on the topic held in San Diego in April 1988 under the sponsorship of the MacArthur Foundation. The purpose of the conference was to consider whether the field of cognitive science holds some keys to developing more effective educational and literacy programs for children, youth, and adults. The first volume reviews what is known about programs of educational "intervention" in the past quarter century and what this accumulated experience suggests for policy and program development and for research. The second volume deals with contemporary cognitive science itself and its implications for the intergenerational transfer of literacy and other cognitive skills. The volumes are \$45 each or \$65 for the set from Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648, 201-767-8455.

2 Three Years of Amnesty Education in California: IRCA Pre-Enrollment Appraisal Results for New Californians draws upon extensive data collected between 1988-91 by CASAS (Comprehensive Adult Student Assessment System) on California's adult amnesty population. The report gives a demographic profile of the population group, test results from appraisals prior to program enrollment, data on gains made through program participation, and information on the impact of more than one million amnesty students during this time on the state's educational providers. Among the findings are that the population was "extremely under-educated" (65 percent had completed fewer than six years of school), that most were employed, and that few received any form of public assistance. Available for \$15 from Anne Marie Steinberger, CASAS, 2725 Congress Street, Suite 1-M, San Diego, CA 92110, 619-298-4681, ext. 321.

3 The ERIC Clearinghouse on Adult, Career, and Vocational Education has issued two monographs commemorating the 25th anniversary of the Adult Education Act. The Adult Education Act: A Guide to the Literature and Funded Projects (#IN-347, \$9.50), by Meredyth Leahy, relates the history of federal government involvement in adult basic education prior to the passage of the Adult Basic Education Act in 1966. It also reviews changing approaches to federally-funded staff training and demonstration projects from 1966 to the present. Ends or Means: An Overview of the History of the Adult Education Act (#IN-346, \$8.75), by Amy Rose, traces the history of adult education in the 1950s and 1960s, including that of the Act itself, and reviews amendments to the Act that have occurred since then. Available prepaid from Publications, Center on Education and Training for Employment, ERIC, 1900 Kenny Road, Columbus, OH 43210-1090, 614-292-4353 or 800-848-4815.

Workforce & Workplace Literacy

4 The Commercial Drivers License Study Program is a two-part curriculum made up of the CDL



A Screen From The "Retail" Program Of A Day in the Life... (see Tools entry #18)
Printed With Permission Of Curriculum Associates, Inc.

Instructional Curriculum and the CDL Literacy Skills Curriculum Enhancement (\$395 for both titles; \$195 for the Instructional Curriculum alone). Developed by the CDL Institute, Inc., the program aims to prepare low-literacy drivers for the CDL test. The core Instructional Curriculum can be used alone by students reading at or above the 6th grade level, but the Literacy Skills Curriculum Enhancement, which is intended for students reading below the 6th grade level, can be used only in conjunction with the core title. The nine-unit Instructional Curriculum covers all the topics on the CDL written test. It is comprised of a detailed teaching plan and 130 transparencies for use in overhead projection and/or for duplication as student handouts. Literacy Skills Enhancement is cross-referenced to the Instructional Curriculum so that teachers can create one continuous lesson using materials from both units. In addition to the teacher's guide Literacy Skills Enhancement contains handouts, overhead transparencies, flash cards, two workbooks, a videocassette, and an audiocassette. The CDL Institute also sells the workbooks and cassettes as a separate package (\$49.95), which can be used by average readers to prepare for the CDL test on their own. To order contact The Kushner Group, 5716 32nd Street NW, Washington, DC 20015, 202-966-0448.

5 Economic Change and the American Workforce reports on a 1988 project of Jobs for the Future, Inc. for the U.S. Department of Labor. The report examines the effects of the major changes that have been occurring in the American economy in recent years by looking at their repercussions in four states—Colorado, Indiana, Mississippi, and Missouri. Researchers collected economic and demographic data, used questionnaires to survey some 35,000 people, and conducted focus group discussions. The study concludes that the states need to make major changes "in the way that government, business, the education establishment, and individuals operate." Among its recommendations

are that integrated lifelong learning systems be developed and that workplace training and school-to-work transition programs be encouraged. Free from ETA, U.S. Department of Labor, OSPPD/ Dissemination Unit, 200 Constitution Avenue NW, Room N5637, Washington, DC 20210.

6 The Double Helix of Education and the Economy, by Sue Berryman and Thomas Bailey, presents the findings of a major research project sponsored by the Carnegie Corporation, the Edna McConnell Clark Foundation, and other funders. It shows that structural changes in the nature of work, the workplace, and the economy call for a fundamental restructuring of the education system at all levels, not just in the content of education but in its very pedagogy: "A powerful research base, cognitive science, has revealed that traditional schooling, especially its pedagogy, is poorly organized for learning.... That same research base has also shown that the skill requirements of restructured workplaces and optimal ways of organizing learning fit one another." Optimal methods are those in which learners are active participants and skills and knowledge are taught in meaningful contexts. All education will have to be reorganized around these principles if the nation is to develop a workforce with the skills and abilities needed in the more demanding workplace of the future. Available for \$12 from Institute on Education and the Economy, Teachers College, Box 174, Columbia University, New York, NY 10027, 212-678-3091.

7 The ETS Applied Skills Series is a "functional context" program of workbooks developed specifically for adults. The workbooks—Reading Skills for Life and Work, Document Skills for Life and Work, and Number Skills for Life and Work—are designed to improve adult functioning in document, prose, and quantitative literacy tasks, the domains into which most adult literacy-related activities

(Cont'd on p. 12)

TOOLS OF THE TRADE

(Cont'd from p. 11)

fall, and around which the ETS Tests of Applied Literacy Skills and the National Adult Literacy Survey are built. Each book provides dozens of "learning and practice exercises" in relation to order forms, newspaper articles, maps, ads for loans, telephone books, and other materials drawn from everyday adult life and work. The workbooks are \$5.25 each from Simon & Schuster Workplace Resources, 15 Columbus Circle, 34th Floor, New York, NY 10023-7780, 800-395-7042.

[8] A Guidebook for Developing Workplace Literacy Programs, by Larry Mikulecky, Denise Henard, and Paul Lloyd, is a step-by-step guide to the planning, development, delivery, and evaluation of a workplace literacy program. The book is illustrated throughout with examples drawn from the authors' experience in the Model Workplace Literacy Training Program for state employees at the Indiana Women's Prison in 1991 [see BCEL Newsletter, October 1991, p. 4]. Single copies are available free from Patricia Moss, Director of Workplace Literacy, Office of Workforce Development, IGC South, Room E-204, 10 North Senate Avenue, Indianapolis, IN 46204-2277, 317-233-3354.

[9] As a part of its expanding Carl Diddle Workplace Program, the National Association of Printers and Lithographers has released two new basic skills titles for workers in the print and graphic arts industries. WorkPLACE Critical Thinking and Problem Solving Curriculum is an 18-hour contextual problem-solving course. The WorkPLACE Communications Course is a 36-hour course for improving workers' reading, writing, and listening skills. Each course/curriculum is made up of an Instructor's Manual and reproducible student workbook pages contained in a loose-leaf binder. The program is designed for use by an instructor, who facilitates activities and lessons and is responsible for supplying the student work pages. The courses are \$35 and \$75 respectively (or \$25 and \$60 for members). Order from the National Association of Printers and Lithographers, 780 Palisade Avenue, Teaneck, NJ 07666, 800-258-7323 or 201-342-0707.

[10] New from the William T. Grant Foundation Commission on Work, Family and Citizenship are: Making Sense of Federal Job Training Policy: 24 Expert Recommendations to Create "A Comprehensive and Unified Federal Job Training System" (\$5), and Youth Apprenticeship in America: Guidelines for Building an Effective System (\$8). The first contains 24 essays, directed at policymakers, which analyze the problems in current federal job training policy and offer suggestions for improving the system. The second is a collection of research papers which suggest standards against which youth apprenticeship programs can be developed and evaluated. For prices and ordering information contact Institute on Education and the Economy, Teachers College, Columbia University, 525 W. 120th Street, Thorndike Hall, Room 439, New York, NY 10027.

General Program & Curriculum Development

[11] CASAS Curriculum Materials Guide, 1992 Edition correlates commercially-published instructional materials with the CASAS life skill competencies. It contains lists of the competencies and the

instructional programs that give significant coverage to these skills, and the materials and skills are cross-referenced in a way that identifies the exact pages on which the specific skills are taught. Available for \$18 from CASAS, 2725 Congress Street, Suite 1-M, San Diego, CA 92110, 619-298-4681 or 800-255-1036.

[12] The Survival Skills System is a series of computer programs that teach vocabulary and standard signs people need to understand in order to function in the community. Words and signs are shown in the context in which they are actually encountered. The program shows the written form of the word or the sign that contains it, pronounces the word, and then shows it in use. Individual programs are: Survival Words, Information Signs, Safety Signs, Employment Signs, Transportation Signs, Community Signs, Medical Words, and Grocery Store Words. Contact Conover Company, PO Box 155, Omro, WI 54963, 800-933-1933, for prices, system requirements, and demo disks.

[13] Teaching ESL Language Competencies to Beginning ESL Learners is a combined print-video teacher training program. The three videocassettes—Getting Started, Interview Activities, and Concept to Mastery: A Health Unit—demonstrate good teaching practices in a student-centered classroom. The print component, Language Competencies for Beginning Level ESL Learners: A Teaching Guide, is a loose-leaf notebook containing teaching resources for 16 competencies, such as responding appropriately to classroom commands, socializing with appropriate verbal and non-verbal behavior, and asking for help. For each competency, the binder contains a vocabulary list, a list of useful materials, a teaching overview, a teaching guide, practice activities, and demonstration activities. The complete program is \$72. Additional manuals are \$35 each, additional videos \$15 each. Order from Albany Instructional TV, 27 Western Avenue, Albany, NY 12203, 518-465-4741. (Make checks payable to the City School District of Albany.)

[14] High Noon Books has published two titles that might appeal to low-literacy adults. Classics Then and Now (\$12), by Kay Wallace Wilson, contains simplified and condensed re-tellings of Around the World in Eighty Days, The Prince and the Pauper, and The Legend of Sleepy Hollow. An accompanying Classics Then and Now Workbook (\$10), in reproducible blackline master form, contains objectives, discussion questions, and activities. On Their Own: Adventure Athletes in Solo Sports, by Steve Boga, is a series of three books (\$11) written at the 3rd grade level, each containing brief biographies of athletes who excel at some challenging and unusual sport—motorcycle racing, surfing, whitewater paddling, rock climbing, hang gliding. The On Your Own Activity Workbook (\$12.50), in reproducible blackline master form, contains comprehension and skills activities. Available from High Noon Books, 20 Commercial Blvd., Novato, CA 94949, 415-883-3314 or 800-422-7249. Contact the publisher for handling charges.

[15] Project Literacy U.S. (PLUS) has published a special issue of its newsletter (Fall 1992) that contains a resource directory of literacy public awareness videos. The directory listings give descriptions, prices, and sources for videos created for local, state, and national literacy campaigns. For a free copy, contact PLUS, 4802 Fifth Avenue, Pittsburgh, PA 15213, 412-622-1335.

And Highlighting . . .

[16] A Day in the Life . . . is a computer program designed by the Institute for the Study of Adult Literacy at The Pennsylvania State University for teaching basic skills to adults reading at the 5th to 8th grade level. The skills, which are keyed to CASAS, are taught in a job context, helping to prepare students for entry-level jobs in five occupations: food service, health, maintenance, retail, and clerical. Students move through scenarios in which they perform true-to-life job tasks with basic skills lessons embedded in them. While performing a task, students have recourse to job manuals and other aids to help them complete it successfully. As in real life, the tasks require the use of reading, writing, math, and organizational and thinking skills. When a task is completed, the student receives an evaluation from "management" and can take advantage of a personalized "training package" to improve any deficiencies. Appealing graphics and interactive features that allow students to manipulate the scenes make the program fun. The program includes a module that introduces the students to computers, preparing them to use the program independently. It comes with an instructor's manual and contains "learner data disks" for use in tracking and recording student progress. A Day in the Life . . . is available in both IBM and Macintosh formats. For more information, prices, and demo disks contact Curriculum Associates, Inc., 5 Esquire Road, North Billerica, MA 01862-2589, 800-225-0248.

[17] Retraining the Workforce: Meeting the Global Challenge is a print-video, train-the-trainer program that takes users through the entire process of developing and implementing a job-linked workplace literacy program at an actual small business. The program was developed by the Dallas County Community College in Texas and Performance Plus Learning Consultants of Springfield, Virginia. Six videocassettes recreate the process through which a small manufacturing company decided to introduce a workplace literacy program and contracted with an educational provider. It shows the steps the two partners then took to design, implement, and evaluate the program. Interspersed are interviews with Performance Plus' Jorie Philippi, a foremost national expert on job-linked literacy training. Six print manuals parallel the videos, providing how-to guidance and hands-on practice. Titles are: Marketing Workplace Literacy, Identifying Critical Job Tasks, Conducting Literacy Task Analyses, Designing Training Content, Implementing Assessment and Recruitment, and Measuring Program Effectiveness. The program is designed for business owners, human resource and training specialists, curriculum designers, and others with an interest in developing job-linked workplace literacy. It also would form an excellent base for a community college course. The video/print package is \$495. A replacement set of the six training manuals is \$60. The program is supplemented by two optional facilitator's guides, one for a 16-hour nonacademic course (\$85) and one for a 48-hour academic course (\$165). For more information, contact Jennie Ball, LeCroy Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, 214-952-0332.

CORPORATE LITERACY ACTION



Small Business Employees in Mississippi Study Basic Skills in Mobile Lab Of Hinds Community College

Fluor Daniel

Based in Irvine, California and with operational centers around the globe, Fluor Daniel is one of the world's largest international construction, maintenance, and engineering companies. Its 25,000 people design, build, and maintain the physical facilities in a wide variety of industries including automotive, biotechnology, pulp and paper, hydrocarbons, metals and mining, power, chemicals and plastics, petroleum and petroleum chemicals, and production and pipelines. When Fluor Daniel wins a maintenance contract for a facility it has built, it brings its own employees into the plant to troubleshoot and perform preventive maintenance (preferably the same workers who built the plant). These employees must pass a certification test for each craft they practice. Fluor recognized the need to address workplace literacy problems in 1990 as a result of examining Workforce 2000 issues. In that year it hired a full-time literacy specialist and tested a random sample of its workers, many of whom, they discovered, were in need of basic reading and math help. As a result, Fluor started offering literacy training to workers two years ago and now has job-linked literacy programs in place at three plants for which it provides maintenance. The costs of the programs are shared by Fluor and the client companies. In two of the plants the programs are for maintenance employees only. The third program includes both client operations and Fluor maintenance employees. Because each plant is different (they are a tire manufacturer, a pharmaceutical company, and a manufacturer of polyester

fiber), each program has been developed separately. For employees with very low literacy levels, the three sites use a combined video-print program developed by BETA (Basic Education and Training Associates) of Carmel, Indiana in conjunction with the University of Indiana; off-the-shelf computer software is used with workers having mid-range literacy. However, in each facility the literacy specialist conducted task analyses to determine exactly which skills should be addressed and learners use only those portions of the courseware that teach those skills. In addition, they go on to apply the skills to real job tasks. Because work schedules and 24-hour job shifts make scheduling regular classes impractical, most instruction is individualized. In two of the plants, participation is mandatory. At the third plant it is required for those employees who want to go into the company's pay-for-skills program. All three programs use CASAS for pre- and post-testing as well as the monitoring systems built into the software and their own job-related assessments that incorporate actual job materials. The two programs that have been operating since 1991 have now graduated some 66 employees. The third program, which began this year, expects several hundred workers to go through it over the next few years. (For more details contact Melinda Sullivan, Fluor Daniel, 100 Fluor Daniel Drive, C4021, Greenville, SC 29607, 803-281-5982.)

Small Businesses in Mississippi Share Mobile Learning Labs

Since it was formed in 1989, the Resource and Coordinating Unit for Economic Development (RCU) at Hinds Community College in Raymond, Mississippi has been serving the business community in the Jackson region by providing courses, workshops, and seminars on a contract basis in a broad range of subjects including computer training, quality management, and leadership training. RCU recognized that small businesses were handicapped when it came to offering basic skills training to their employees because they could not afford to provide on-site classes. To overcome this problem, RCU acquired two mobile learning labs from Centec Learning Systems in Jackson through a lease-purchase arrangement. The labs go to businesses in the Jackson and Vicksburg areas on a regular schedule. Its computers are programmed to offer basic skills instruction in reading, writing, and math to

workers with ability levels ranging from zero through grade 12. The software can also be changed easily to give computer training or other instruction. The program has incorporated some job-related material, but is generic in nature—with the ultimate aim of helping workers acquire a GED. After publicizing the mobile labs when they were first available, RCU no longer needs to; their schedules are virtually full. (Among the organizations that signed on are Anderson Tully, APAC of Mississippi, Batesville Casket Company, Cooper Lighting, First National Bank of Vicksburg, Magnetek, Inc., National Park Services-Vicksburg, Ole Man River Towing, Sigmaform Corporation, the City of Vicksburg, and Waring Oil.) RCU has found that use of the mobile labs has led to increased employer commitment to workplace education. In three cases, companies that signed up for the lab later invested in permanent on-site learning centers, staffed by RCU. One company, Frito-Lay, first added an on-site learning center, then expanded its offerings to include specially designed job-specific skills training. The first year's lease-purchase was paid for through contributions by local businesses and some state and local government and college funding. The labs are now on their way to being self-supporting, with the businesses that use them paying \$60 per contact hour (or \$6 per student). (Contact Bob Mullins, Director, RCU, Hinds Community College, PO Box 1263, Raymond, MS 39154, 601-857-3312.)

Shelby Die Casting Company

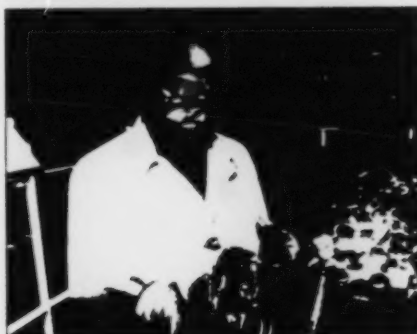
Shelby Die Casting Company is a small manufacturer of aluminum die casting products—such as alternator housings and windshield wiper brackets—primarily for auto manufacturers but also for other industries. Headquartered in Shelby, Mississippi, the company has two plants, one in Shelby, the other in Fayette, Alabama. In October 1991, the decision was made to close the Shelby plant, which employs 100 people, and move the work performed there to Fayette. This decision resulted from the inability of the plant to meet the new quality, efficiency, and service demands of a changing economy. Later that year, Shelby's owner, G. Rives Neblett, rescinded that decision and instead took steps to institute new management techniques and revamp the organization and procedures at the plant. Workplace

(Cont'd on p. 14)

CORPORATE LITERACY ACTION

(Cont'd from p. 13)

literacy was an essential component of the effort. Shelby is located in an area of rural Mississippi with a primarily agricultural economy, and the level of education of the workforce was exceedingly low (many workers, even those with high school diplomas, read only at a 3rd grade level). Training was needed to prepare these workers to function in a less autocratic workplace requiring a high level of decision making and teamwork. The company first went to Coahoma Community College in nearby Clarksdale, Mississippi, and the Mississippi State Department of Vocational Training for help in evaluating the skills levels of employees. Coahoma worked with Shelby to design a functional context curriculum with materials drawn from employees' jobs as well as their daily lives. In addition, Mississippi State University designed technical training manuals based specifically on operations at the Shelby plant. While the literacy program was moving ahead, drastic changes were gradually implemented in the plant: production teams were introduced and departments and the job of frontline supervisor was replaced by technical training and production efficiency jobs. As for the workplace literacy program, it had advanced to the point where in-house instructors and instructors from the community college and the Bolivar County Literacy Council were offering a varied basic skills and technical training curriculum—including basic literacy, GED preparation, communications skills, basic math and English, die casting operator training, statistical process control, blueprint reading, industrial electrical training, and quality control. This June, Shelby will add a full-time training coordinator to the staff. The company will then begin to expand the curriculum even further. It also plans to add a computer lab to teach both computer and other skills. Although the training program is not mandatory and classes are held on employees' own time, virtually the entire workforce participates, many of them moving from basic skills to GED, and into technical training courses. The company has also initiated a pre-employment training program in which new applicants are given a pre-test by the community college, a week of classroom study in math and English skills, and a post-test to determine their ability to learn. In addition,



A Parts Inspector At Shelby Die Casting Makes Sure Parts Are Free Of Defects
(Photo Courtesy Of Clarion-Ledger, Jackson, MS)

tion, Shelby has joined with the community in efforts to improve the education of future workers. It is working with the school system to ensure that educational standards jibe with company job requirements, has adopted a high school where managers serve as guest instructors, and shares its curriculum materials with local schools. Since the introduction of the employee literacy program and the organizational changes that the program made possible, the company's profits have improved by more than 100 percent. Technical assistance from the community college is available through a statewide program funded by a combination of state and federal sources. All other costs are paid for by the company. (Contact G. Rives Neblett, Chairman of the Board, Shelby Die Casting Company, Box 63, Shelby, MS 38774, 601-398-5121.)

New Mexico's Hospital Workers Step Ahead

In 1990, a partnership made up of the New Mexico State University, the New Mexico Coalition for Literacy, and the Memorial Medical Center in Las Cruces received an 18-month, \$190,000 U.S. Department of Education grant for Project Step Ahead, a pilot workplace literacy program for health care workers. In 1992, the group received a second 18-month grant of \$302,000 to extend the program into 18 hospitals in New Mexico. The hospitals—12 Presbyterian Health Care Services hospitals in Albuquerque and other locations, Lovelace Hospital (Albuquerque), Memorial Medical Center (Las Cruces, the pilot site), Gila Regional Medical Center (Silver City), San Juan Regional Medical Center (Farmington), and Mimbres Hospital (Deming)—are a mix of large and small, rural and urban, independents and units within hospital systems. The two-stage

project includes both basic communications courses designed by members of the University's English department and ABE and ESL tutoring under the auspices of the Coalition. The communications courses are all job-related and cover a broad range of topics including oral communications, everyday writing, reading, and study skills, communications for supervisors, and giving and receiving performance appraisals. All courses are job-linked and developed from needs assessments and job-task analyses. Graduate students from the university who are also taking courses in workforce literacy, training, organizational development, and related areas serve as paid assistants, working on materials development and as teachers in the program. Students also engage in program-related research projects that will be invaluable aids to assessment. In some cases, the research is conducted as course projects; in others as part of students' dissertations. University professors and hospital staff members also serve as teachers. Teaching teams match more experienced teachers with new recruits in order to facilitate staff development. By including hospital staff in the teaching team and by offering them train-the-trainer courses, the program designers hope that the hospitals will be able to continue the program on their own after the grant period ends. For the tutoring program, the partners worked very closely with local volunteer literacy providers. At the outset, tutor trainers attended a two-day in-service seminar in which they learned how to incorporate hospital job materials into the tutoring program and received an orientation about the specific needs and environment of the hospitals. Trainers then prepared tutors both from the hospital staffs and the local communities. The tutoring programs vary from site to site, depending on the hospitals' needs. They mix one-on-one tutoring and small groups and provide instruction in reading, writing, and ESL. As an unexpected offshoot of the tutoring program, the hospitals came to recognize how difficult some of their materials were and they have now redesigned some of their forms and documents to make them easier for workers to understand. (Contact Stephen Bernhardt, Department of English, Box 3E, New Mexico State University, Las Cruces, NM 88003, 505-646-2027 or Susie Sonflieth, Executive Director, New Mexico Coalition for Literacy, PO Box 6085, Santa Fe, NM 87502, 505-982-3997, or 800-233-7587 in state.)

WHAT OTHER COMPANIES ARE DOING

GRANTS & IN-KIND HELP

Alba Communication Associates has produced, on a pro bono basis, a promotional videotape entitled "A New Chapter in Life" for Literacy Action, Inc. in Atlanta. In making the video, Alba secured over \$30,000 of in-kind services from **OMO Productions**, **Sound Waves**, **VideoCom**, and **Visual Arts of America**. Literacy Action will use the video throughout Georgia to encourage business and community involvement in advancing literacy.

This past November, **Arby's** and **Oscar Mayer** sponsored the third annual "Run for Literacy" to benefit LVA-Metropolitan Atlanta. About 400 people participated in the event, which netted \$7,000.

In late 1992, **Coors Brewing Company** made a \$10,000 general support grant to the National Coalition for Literacy. It also granted \$12,000 to the National Governors' Association for its State Literacy Exchange Network and \$5,000 to Laubach Literacy Action for a project to help women develop leadership skills through their participation in local literacy programs. More recently Coors and a local distributor, **Coors of Santa Clara Valley**, donated \$5,100 to Partners in Reading, a volunteer tutoring program of the San Jose (CA) Public Library.

Deluxe Corporation, the **Advertising Club of Louisville (KY)**, **ARCO Aluminum**, **Ashland Oil**, and **Jalmar Press Rolling Hills Estates, CA** are recent supporters of the National Center for Family Literacy. **Coca Cola** scholarships enabled teams of three from the Bryant (TX) Independent School District, the Dallas Independent School District Even Start program, and Casa de Amigos in Midland to attend an NCFL five-day implementation training workshop last fall.

The **Evenson Design Group** of Culver City volunteered its expertise to create a new logo for California Literacy that will appear on all of its materials. **Kaiser Permanente**, **Matwest**, **Monsanto**, **Permanent Charities** (of the entertainment industry), the **Rotary Club of Beverly Hills**, **3M Company**, and **Tri Valley Growers** were also contributors to Cal Lit in the second half of 1992.

GTE, **Accuprint**, **Ashland Oil**, **AT&T**, **Capital Holding**, **Chenault & Co.**, **Advertising**, **Coopers & Lybrand**, **Doe & Anderson Advertising**, **Dollar General Stores**, **Hammond Productions**, the **Kentucky Optometric Foundation**, the **Kentucky Post**, the **Kuhlman Corporation**, the **Lexington-Herald Leader**, **McCoy & McCoy**, **Frank Shoop Chevrolet**, **South Central Bell**, **Toyota Manufacturing**, **USA**, **WLFX-Winchester**, and **Wyatt, Tarrant & Combs** numbered among the many 1991-92 supporters of the Kentucky Literacy Commission.

The **Knight Foundation** and **Exxon Corporation** recently awarded grants of \$251,000 and \$12,500 respectively to Laubach Literacy Action in support of its ESL initiative. The Knight grant will enable LLA, working with the Minnesota Literacy Council and California Literacy, to address the increased demand for ESL instruction in Minneapolis, San Jose, and Long Beach. The Exxon monies will help fund the development and field testing of LLA's new ESL tutor training model.

Milton Bradley sponsored the "National Scrabble" contest held in Atlanta last year, and the champion, Joe Edley, donated his \$10,000 prize to LVA in Syracuse. The **Creative Artists' Agency** in Los Angeles hosted a September reception to introduce LVA to the entertainment industry and honor the two adult learners who submitted the winning essays in LVA's national "Reach for the Stars" contest. **PARADE Magazine** editor Walter Andersen and **Coors** were honored with Leader-

ship Awards at LVA's annual November conference, along with **Baby Talk Magazine** and The American College of Obstetricians and Gynecologists, which received a joint award for their role in developing *Baby on the Way*. Basics.

The **JCPenney Company** presented one of its 1992 Golden Rule Awards for community service to LVA-Detroit. The award included a contribution of \$1,000 to the program.

Sun Refining & Marketing, **Arthur Andersen**, and **Arby's** recently made grants to Read for Literacy in Toledo.

Woolley's Supermarkets in Broward County (FL) is donating one percent of a customer's grocery receipts to his/her favorite charity. Taking advantage of the offer is the Friends of Literacy through Libraries, which is soliciting receipts via its newsletter that will be redeemed collectively through Woolley's, **American Express**, **Citizens & Southern Bank**, **Copyright**, the **Corporate Group**, **Daoud's Galleries**, **Glen-dale Federal Bank**, **IBM**, **JM Family Enterprises**, the **William Lyon Company**, the **MASWEL Group**, the **Miami Herald**, the **Sun-Sentinel**, and **Waste Management Inc.** were 1992 supporters of the Friends of Literacy.

Xerox awarded a plaque and \$75 each to ten outstanding adult learners at the 1992 conference of LIFT-Missouri. The Walton National Literacy Center, recently established with funding from **Wal-Mart** founder Sam Walton, also presented its first Missouri Quality Literacy Program Awards—\$1,500 to the Literacy Council of Greater St. Louis and \$500 each to Ozarks Literacy and Moberly Community College.

PLANNING, AWARENESS & RESEARCH

Convolve, a monthly publication of the hotel and hospitality industries, has recently donated major attention to adult literacy. Its August 1992 issue carried a feature article about the employee basic skills programs of five Hilton Head (SC) hotels—the **Hilton**, **Hyatt**, **Marriott**, **Royal Golf and Tennis Resort**, and **Westin**. Because of "the overwhelming industry response to this article," Convolve followed it in December with a second, "The ABC's of Launching a Literacy Program," in which guidelines were offered by Literacy Volunteers of the Lowcountry for setting up on-site classes.

The October 19 issue of **Fortune Magazine**, a **Time Warner** publication, featured a special report entitled "Where Will the Jobs Come From?" Citing supporting studies by the American Society for Training and Development, the article advocates that: "Over the long haul the best way to encourage the growth of high-wage jobs is to upgrade the skills of the workforce." Among the promising models highlighted is the cooperative basic skills and GED training effort that was launched by business leaders in Whitfield County, GA, the carpet-making capital of the U.S., in 1990.

The Fort Wayne (IN) chapter of the **International Association of Business Communicators**, in cooperation with the Three Rivers Literacy Alliance, hosted a workplace literacy symposium in January. Over 100 attendees heard presentations by Jorie Philippi of Performance Plus Learning Consultants, Patricia Moss of the Indiana Office of Workforce Literacy, and Larry Mikulecky of the Learning Skills Center at Indiana University.

The **Lima Memorial Hospital** and **St. Rita's Medical Center** are sponsoring two large billboards to highlight the importance of being able to read and the work of the Northwest Ohio Literacy Council. The messages, "Reading is a life saver," accompanied by a picture of a medicine bottle with a warning label, and "Be a tutor" appear on the billboards, along with the Council's telephone number. The hospitals are also developing easy-to-read brochures on health care topics.

In 1992 **Nabisco** formed the Illinois Workforce Education Business Roundtable for companies with basic skills programs that wish to share information and explore common issues. Over 30 are now represented at the Roundtable's bimonthly meetings, which rotate among companies so that members can view other corporate training facilities. The group's February meeting was held in conjunction with the tenth Illinois Partnerships for Literacy Conference. Participating in the workplace literacy sessions were **E.J. Brach**, **Chromatich**, **Helene Curtis**, **Wm. Dudek Manufacturing**, **Elgin Sweeper**, **Fel-Pro**, **First Chicago Corp.**, **Humana Health Care**, **ITW**, the **MacLean-Fogg Co.**, **Major Reflector**, the Northeast Illinois Regional Commuter Railroad Coop (METRA), and Nabisco.

The **Southern Newspapers Publishers Association** recognized 13 newspapers from a field of 31 entries in its 1992 Literacy Awards contest: the **Florida Times-Union** (Jacksonville), **Florida Today** (Melbourne), and the **Tallahassee Democrat**; the **Augusta (GA) Chronicle**; the **Lexington (KY) Herald-Leader**; the **Greenville (NC) Daily Reflector** and the **Rocky Mount Evening Telegram**; the **Myrtle Beach (SC) Sun News**; the **Houston (TX) Post**, the **Killeen Daily Herald**, the **Longview News Journal**, and the **Tyler Morning Telegraph**; and the **Danville (VA) Register & Bee**. The Lexington Herald-Leader also played a major role in the renovation and conversion of the city's old downtown Carnegie library into a new home for Operation Read, the local literacy center.

EMPLOYEE BASIC SKILLS PROGRAMS

The **Fishermen, Food and Allied Workers (FFAW) Union of Newfoundland** is offering literacy and academic skills upgrading programs to its members throughout the province via community education centers. In a pilot effort, FFAW equipped six centers with computer-based "PLATO Learning Systems" and found that the sites were used at 100 percent capacity 12 hours a day with sizable waiting lists of other adults wanting to sign up. Based on the success of the program, the Union recently purchased PLATO systems for 12 more centers. Teachers on Wheels and the Literacy Coalition of Newfoundland and Labrador are educational partners with FFAW. (PLATO products and services are provided by **W.R. Roach & Associates**, the Canadian subsidiary of **The Roach Organization** headquartered in Edina, MN.)

MacMillan Bloedel (Pinehill, AL) and **Noranda Aluminum** (New Madrid, MO) are among several **Noranda, Inc.** companies that are running "Learning Skills Programs" for their employees. Courses range from ESL to life skills to math and English to blueprint reading to communications skills to GED. In most cases, programs are held on site—some on released time, others on personal time—and they employ a mix of instructional approaches (including individual and small group, computer-assisted, and job-related). Management support and employee recognition are contributing factors to the success of the programs. **Noranda Minerals** (Toronto) has developed a guidebook to encourage and assist its other operations to launch similar efforts.

The **Coca Cola Company**, the **Florida State Hospital** in Chattahoochee, **Gadsden Memorial Hospital**, **Quincy Farms**, and the City of Quincy have implemented skills upgrading programs as a part of the "Workforce Gadsden" initiative. The effort, coordinated by the **Gadsden County Chamber of Commerce** and the County school system, is under way in a rural panhandle area of Florida with high rates of poverty and unskilled workers that is moving toward a more industrialized and service-based economy. Through the project, local employers are recruited and given ongoing technical assistance with job task analysis, worker assessment, and the development of job-related materials and instruction. ■

AVAILABLE FROM BCEL UNTIL JUNE 30

• The **BCEL BRIEF** contains bibliographic, curricular, and program referral information on specific topics in general or workforce/workplace literacy (\$5 each unless otherwise noted).

- #1-Selected References in Workforce & Workplace Literacy
- #2-National Technical Assistance Groups
- #3-The Hotel & Food Service Industries
- #4-The Health Care Industry
- #5-The Commercial Driver's License Test
- #6-Small Businesses
- #7-Computers & Literacy: Guides & Curricula
- #8-Employee Basic Skills & Productivity (\$2)

• **Workforce/Workplace Literacy Packet** includes a variety of materials that will be helpful to those beginning to investigate the development of workplace programs. It includes a selection of BCEL Newsletters, a collection of newspaper and magazine articles, Briefs #1 and #2, and other items. (\$20.00)

• BCEL's **National Directory of Key State Literacy Contacts** (1993-94 Edition) is an aid for the business and literacy communities. (\$25.00)

• In the U.S. and Canada, back issues of **The BCEL Newsletter** are available at no cost for one copy and at \$1.00 a copy thereafter. Back issues in other countries are U.S. \$1.50 each. *Articles may be reproduced in their entirety or quoted without permission but with attribution to BCEL; a copy of the publication in which the material appears should be provided to BCEL.*

• **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide for Literacy Programs** is a 54-page resource designed primarily for local literacy programs. (\$20.00)

• **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers and others wishing to develop job-linked literacy programs in the workplace. (\$20.00)

• **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups. (\$10.00)

• **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts with business. No cost for up to 25, on a one-time basis per organization, and \$.25 a copy thereafter.

NOTES ON ORDERING:

• Where a charge is involved orders must be paid in U.S. dollars, requested in writing, and accompanied by a prepayment check made out to BCEL. Sales tax need not be added as BCEL is a nonprofit organization. Mailing is by the least expensive method.

• Over the years the BCEL Newsletter has been used and retained by professionals as a standard reference tool. It and other of BCEL's publications have frequently been supplied in quantity for conferences, workshops, and other special purposes. BCEL thus has a stock of all of its Newsletters going back to the first issue, as well as a stock of its other publications. While the supply lasts, we hope to make these publications available after June through one or more other national literacy organizations. Details will be provided in the final issue of the BCEL Newsletter for July 1993.

• **INDEX TO BCEL NEWSLETTERS: Issues No. 1-20** is an organization, title, and name index covering Newsletter Issues No. 1-20 and spanning the period September 1984 to July 1989. (\$5.00)

• **INDEX TO BCEL NEWSLETTERS: Issues 21-36** (spanning the period October 1989 to July 1993) will be available at the end of June 1993 (\$5.00). Prepaid orders placed with BCEL before then will be filled by BCEL; instructions will be given in the July 1993 Newsletter on how and where to place orders after that.

• **TURNING ILLITERACY AROUND: An Agenda For National Action** (two volumes, one by David Harman, the other by Donald McCune and Judith Alamprese, 1985) assesses short- and long-term needs in adult literacy and recommends action for the public and private sectors (\$15.00 per volume or \$25.00 the set).

• **PIONEERS & NEW FRONTIERS** (by Dianne Kangisser, 1985) considers the role, potential, and limits of volunteers in combating adult illiteracy (\$10.00).

BCEL OFFICERS & STAFF

Harold W. McGraw, Jr.
President

Gail Spangenberg
Vice President &
Operating Head

Dan Lacy
Vice President

Wilma R. McCarley
Sr. Program Associate

Manyee Koo
Publications Design Cons.

Mary Keenan
Executive Assistant

Joan Holpin
Sec. & Adm. Asst.

Beth Godal
Publications Assistant

Roberta Bell
Secretary

Research Associates:
Betty Feist
Bess Heltner
Ruth Weinstein

Business Council for Effective Literacy

1221 Avenue of the Americas — 35th Floor
New York, N.Y. 10020 (212) 512-2415/2412

ONCE AROUND THE TABLE: Adult Literacy, To Secure Its Future

by Gail Spangenberg
Vice President & Operating Head, BCEL

After a decade of steady progress, many people in the adult literacy movement are beginning to wonder what the experience of the last ten years really adds up to and what the future holds. Feelings among literacy professionals range from cautious optimism, to a fierce determination to carry on no matter what, to downright discouragement and frustration. Nearly everyone seems to think that the interest and commitment of federal and state government, of the business community, and of philanthropy have diminished significantly in only a few short months.

Is this characterization fair? If so, what can be done, and by whom, to turn the situation around—to see to it that adult literacy remains, for the good of all Americans, a strong and visible national priority? It's our hope that, even as we close our doors at BCEL, this last special edition of our Newsletter will suggest answers by stimulating renewed attention to adult literacy across the country and in Washington. More specifically, we hope that literacy groups at every level will be motivated by the "roundtable discussion" of this feature article to engage in a new national dialogue about adult literacy and to push for the active, ongoing engagement (or re-engagement) of government, businesses, the grantmaking community, and other stakeholders with responsibility for the future direction of the movement. If this last issue can also help to underscore what we all stand to gain, or lose, from the state and federal decisions that will be made next about literacy, that would also be to the good.



BCEL invited 21 individuals to serve as the "roundtable panelists" of this issue. In a very real sense, this is their issue, a platform from which they can speak directly to BCEL's 30,000 readers. Most of the participants are well-known: all have had wide and deep exposure to adult literacy—or to certain aspects of it such as the role of technology, the ESL population, inter-generational literacy, and basic skills upgrading in the workforce. The ground rules were simple: each person was asked to write about two columns worth of text in which he or she would assess where the adult literacy movement now stands and what it will take to keep it visibly on the national agenda and moving *effectively* into the future. Beyond extending the invitations, my own role has simply been to edit for space and clarity, not to try and influence anyone's point of view.

I might note that officials of the U.S. Department of Education and of the National Institute for Literacy have expressed some interest in possibly using this Newsletter issue as the "spark plug" for a series of meetings they might sponsor around the country. That would certainly be one timely and useful outcome. But whether or not it happens, we at BCEL hope that local groups, indeed anyone interested in securing the future of adult literacy, will consider this *their* resource and use it whenever and however they think helpful in their own contexts.

(Cont'd on p. 2)

SOME PARTING THOUGHTS

from Harold W. McGraw, Jr.
Chairman Emeritus, McGraw-Hill, Inc.
President, BCEL

I'm glad that in our final Newsletter we can give you these 21 provocative articles by experienced pros, as they view the adult literacy arena through their respective and unique windows. As you read through the articles, I think you'll be encouraged, as I am, by the number who are firm in their resolve about literacy's future and about the possibilities for building on the resources and foundation we have all developed. But I am also admittedly troubled that so many feel that there has been a retreat from literacy by government, business leaders, and public and private sector funders.

Despite BCEL's being dissolved, I retain a strong interest in adult literacy as a private citizen and a publisher, and I want to express in this last issue my fervent hope that the retreat from literacy suggested by many of the articles will prove more imagined than real. Our nation simply cannot afford to back away from the problem and challenge of adult illiteracy, and indeed the evidence is mounting that we will be facing increasing demand and that the commitment and resources need to be greatly strengthened.

Real advances have been made in adult literacy in the past ten years. And ten years is a long time. But considering that there can be no quick fixes in a problem area this complicated and pervasive, it is only a beginning. The literacy community will continue to do its best to keep the issue in the national forefront and to keep providing the best service possible. But now and in the future, it is absolutely vital that leadership also be given consistently and visibly by governors of both parties, the business and philanthropic communities, and, most important, the federal government under the new Administration. I especially want to urge fellow business leaders to give literacy—including upgrading their employees' basic skills—a much higher position in their corporate and community priorities.

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William Bliss



The literacy and language needs of the nation's immigrant and refugee populations continue to overwhelm the underfunded patchwork of institutions providing ESL instruction. The temporary infusion of education funds created by the INS legalization program has ended, the

recession and its weak recovery have reduced employers' needs to hire and educate limited-English speakers, and English language priorities seem to have faded from the national dialogue along with the broader issue of literacy.

The challenges in meeting the ESL needs of the nation's limited-English speakers are as formidable as those chronicled in these pages six years ago. True, there has been some modest progress with the establishment of an information clearinghouse on ESL literacy and an increase in literacy grant awards to some institutions serving ESL students, but on the front lines where instruction is delivered—in school systems, community colleges, and community-based organizations—funding has plummeted in the post-legalization years, numbers of classes and hours of instruction offered have nose-dived, class sizes have grown larger, and resources for teacher salaries and instructional materials have vanished.

What needs to be done?

- Infuse the ESL institutions with sufficient funds to deliver an average of 600 hours of instruction to all limited-English-speaking adults.
- Expand ESL students' access to other publicly-financed instructional programs, such as bilingual vocational education and job training programs.
- Bring instruction closer to students' neighborhoods and jobs, and schedule instruction more flexibly so that students working odd hours can wrap ESL classes around their work schedules.
- Grow and expand ESL services in community-based organizations, which are best placed to serve hardest-to-reach students right in their own neighborhoods.
- Create full-time jobs for the predominately part-time ESL professionals. Require and fund a minimum number of hours of pre-service training for all new ESL instructors who do not have an ESL credential, and fund a minimum of ten hours of in-service training annually for all instructors.
- Develop a daily half-hour educational television series offering ESL instruction to adults and young adults. This medium, for so long a source of quality children's educational programming, is an untapped resource for providing ESL education to broad numbers of people who cannot attend classes in school settings.

In addition to these practical programmatic suggestions, two basic underlying assumptions within the literacy community need to change:

The first assumption is that the issue of adult literacy can be distanced from the always chaotic

national debate on school reform. The K-12 system is failing too many of our students, and is producing each year a new cohort of adults with interrupted schooling and insufficient skills to meet everyday life needs.

The walls between secondary education and adult education must come down. Many of our limited-English students in middle schools and high schools are already performing adult roles in their households, contributing income from part-time work, and serving as the key communicators and intermediaries for their families. These students must often choose between remaining in school or helping to support the family, a choice that is forced because school continuation is too often an all-or-nothing decision.

School schedules are inflexible, minimum hour requirements for daily attendance are too high and too rigid, and there is rarely any means to customize an individual high school completion plan that would allow a student to complete his or her education via an additional one or two or more years of less intensive study.

A new type of hybrid secondary/adult institution will help reduce the dropout problem, I believe, by allowing students to drop in for instruction that wraps around their work schedules. Such a school would likely operate year-round (our students must work year-round), be open from dawn to midnight to accommodate various work shifts, and be heavily equipped with computer learning stations to allow for individualized, self-paced instruction in many subject areas.

The second erroneous assumption is that workforce skills should be the top priority for literacy and ESL programs. Some of the most critical needs in building a more literate country involve empowering individuals to participate more fully in the civic life of their communities. Especially in our urban areas with the largest immigrant and refugee populations, there exists a disenfranchised core of language minorities who are totally isolated from the organizations and discourse of community life: the schools, the community services, and the organs of local government. This disconnectedness fed the flames during last year's riots in Los Angeles.

ESL and literacy education need to be coupled with effective parenting education, practical community-building and problem-solving, and civics education. ESL and literacy education should be the cornerstone of citizenship campaigns that encourage language minorities to apply for naturalization and become engaged in the local political process in their communities. Employee skills are part of the picture, but at the very core, we must explore what role literacy instruction is to play in preserving and enhancing the social fabric of our communities and our nation.

BCEL's contribution to literacy as a catalyst, a chronicler, and a connector of diverse sectors has been invaluable these past several years. Of course, the work is unfinished and the need for communication among us is as important as ever. I sincerely hope that we, as a literacy community spread far and wide across the public and private sectors, can find a way to continue the dialog. Can we afford not to?

(William Bliss is President of Language & Communication Associates, 1414 N. Greenbrier Street, Arlington, VA 22205, 703-532-0675.) ■

Forrest Chisman



The 1980's opened a great many doors for the adult literacy field. Its future will depend on whether it can take up its opportunities before the doors slam shut again. Ultimately, this is an issue of leadership, and the leadership must come from the field itself.

The core problems of providing adult literacy services today are what they have always been: inadequate funding, part-time staff, underinvestment in training, research and other tools of the trade, low status in the educational field, and an inability to show that programs bring substantial benefits to the people they serve.

In the 1980's it appeared that these problems might be seriously addressed. For the first time, literacy became a high profile issue. It was in vogue. But much of the leadership that made this possible came from outside the literacy field. It consisted of the first ladies, the politicians, the corporate pitch men and others with little background in literacy. Most were well-intentioned, and almost all were bound to move on to other interests in due time.

While it lasted, the literacy vogue made many things possible that had not been possible before. Both public and private funding began to increase. A platform was created for leading edge ideas. The old one-size-fits-all approach to teaching was rebuked. The ideas of contextualized, competency-based instruction began to permeate the field. Some good research was done and some outstanding programs were launched. And literacy was given a place at the table in a whole array of much larger undertakings: welfare reform, early childhood education, and workforce training.

Then the bubble burst. The first ladies were retired, the politicians moved on to other things. With a few heroic exceptions, most of the foundations and corporations fled the field. For the time being, it seems, the collapse of the literacy vogue has stalled progress in the field. Funding for most mainstream programs has not been reduced, but the rate of increase has slowed, for instance, and the totals still fall well short of the national need. Many of the state and local initiatives and many of the good programs remain, though their future is clouded by uncertainty. On average, the sophistication of professionals has probably increased, although their ability to apply new ideas to practice has been limited by the lack of training, support, and status that still plague the field at the grass-roots level.

For these and other reasons, the literacy field has not yet been able to show that it can deliver the goods in the areas of welfare and employment. It has not yet developed a distinctive, results-oriented approach to JOBS basic education, or gained significant funding from the welfare reform effort in most states. Likewise, workforce literacy is making slow and halting progress, despite the growing corporate interest in it. Only family literacy continues to soar, but its success may be more a function of interest in children, not adults.

Literacy is still the stepchild of most state and local educational systems, and it is being buried even

deeper in many state bureaucracies in the name of "educational reform." The new wave of attention to welfare reform seems to be de-emphasizing education of all sorts. Expressions of concern about literacy in the workforce have yet to be translated into more than marginal commitments to doing anything about the problem. Many of the soft-money leadership organizations, like BCEL, are either on shaky ground or going out of business.

What must be done? It is not yet too late to build on the achievements of the 1980's. But the literacy field needs a voice—with new leadership succeeding old—and this must come from within the literacy field itself, from people likely to have the sustained commitment needed over the long haul. The National Literacy Act provided vehicles for such leadership by creating a National Institute and state centers, both conceived as high profile organizations for the field as a whole.

Thus far, the Institute has accomplished little and the centers are struggling into existence. These new institutions lack clear agendas, and their leadership is up for grabs. Neither Congress nor the Executive seem very concerned. This means that the way is open for the literacy field to seize the initiative.

From the grass roots up there are thousands of leaders in the literacy field, and acting together they can be a powerful force. Through their associations, programs, and meetings they must demand that the Institute and state resource centers represent their interests and needs—by advocating for more mainstream funding, making the case for

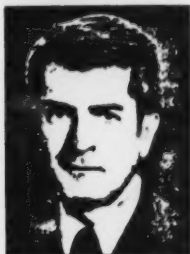
stronger support of literacy in the welfare and employment fields, and strongly resisting efforts to bury the issue at the state and local level. Equally important, they must insist that the institutions serve as their voice in national debates about standards, definitions, and accountability, and in considerations of program design, staff development, and a host of other "professionalization" issues. And they must also insist that the priority areas neglected by the enthusiasms of the 1980's—such as ESL—receive high visibility and support. Above all else, it must be shown that literacy can work, and how.

To be effective, leadership cannot just be top-down. It must be a process of ongoing consultation across levels, with real input from local leaders about needs and priorities. At the same time, the National Institute and our other new institutions need to become centers of the most advanced expertise, communications, and advocacy for improved practices. They must be able to command respect within the field and from outside.

In short, the fight for the future of literacy must come from all levels of the field. A great deal is at stake. If efforts to take up the challenge fail, literacy could once again become the cozy backwater it was before its "moment in the sun." This would be a defeat for the literacy movement and the nation, but most of all for adult learners.

(Forrest Chisman is President of the Southport Institute for Policy Analysis, 820 First Street NE, Suite 450, Washington, DC 20002.) ■

Robert Dilworth



During 1991-1993, as part of my doctoral research on adult literacy, I interviewed more than 50 recognized experts. I came away deeply troubled. My concern was not with the quality of those who are taking

the lead. No field is better served by its spokespersons, but they are few in number. Passage of the National Literacy Act in 1991 can be considered a plus as well. However, the cold, hard truth is that we now seem bemused, and to be losing ground. Ironically, the strong rhetoric surrounding literacy, coupled with passage of the Act, have led people to believe that solutions are at hand. This works against mobilizing the public support needed and is a double whammy for adult literacy because the advocacy structure has always been minimal to begin with.

What national experts called my attention to was the lack of sustained leadership and vision. Goals tend to be hollow. One person commented: "Funding support for

adult literacy programs is thin gruel." Another said: "Federal funding for adult literacy is less than the cost of one Stealth bomber. We can't be serious!" National Education Goal #5 calls for all adults in America to be literate by the year 2000. But without clear strategies or funding support, there is no way such a goal can be achieved.

Little on the horizon inspires confidence. The high hopes accompanying the new administration in Washington are beginning to be clouded by doubt. With BCEL's passage from the scene, one of the most effective clearinghouses of knowledge will go silent. The continued gross underfunding of adult literacy programs only guarantees that problems will deepen and gaps widen. The early successes in family literacy remain narrow and unrepresentative of the broader adult literacy landscape.

We are dealing with social dynamics which make adult literacy a very high priority. The ratio of have-not's to have's is increasingly tilting in the direction of social unrest as a growing segment of our adult population finds itself unable to earn a living wage. Some key issues are these: Those in greatest need of adult literacy help are not getting it. Federal leadership and funding fall far short of the need.

Infrastructure is lacking. There is a mind set that if adults did not get educated the first time around, that is simply their tough luck. Everything about adult literacy is treated in a second-class way, including quality of facilities and pay for teachers. Moreover, growing numbers of workers are out of step at the workplace due to inadequate education and training.

Some leaders are saying that what was always fragile in the way of gains for adult literacy is now unraveling. If the lights go out, turning them on again will not be easy. It may also be too late, because adult literacy and basic skills are central to both the social health of the nation and its economic competitiveness. Thus, if President Clinton asked, what should we tell him to do to put adult literacy back on course? These are the bare bones, as I see them:

1. Give adults first-rate opportunities to advance their skills, support not grudgingly given.
2. Provide major funding increases specific to adult literacy—e.g. the National Institute for Literacy should be funded in the \$30-\$50 million range, not at its current \$5 million level, and the State Resource Centers should be building to perhaps \$500 million per annum.
3. Resuscitate the SCANS Commission at the Department of Labor and fully implement and fund its recommendations.
4. Institutionalize the National Adult Literacy Survey (NALS) process of the Educational Testing Service.
5. Adopt the Workforce Education and Lifelong Learning (WELL) model formulated by Thomas Sticht and his associates. It seems key to creating viable adult programs and a cadre of qualified teachers.
6. Get to a national vision that is coherent, supported by well-thought-out strategies that begin to integrate the disparate programs across federal departments.
7. Encourage the mixing of federal, state, and local funding, such as is occurring in New York City, in order to fully leverage programs in relation to community needs.
8. Use either a levy or tax incentive system along with federal funding to dramatically increase investments in worker training.

The tools and models needed to get the job done exist. Now we need vision from the top, supporting strategies, and a commitment to stay the course.

(Robert "Lex" Dilworth, retired Brigadier General of the U.S. Army, is currently President of Learning Organization Scenarios, 4929 Highgrove Road, Tallahassee, FL 32308-2957.) ■

Brian Elrod



Here at the National Education, Development, and Training Center of UAW-Ford—which I have been fortunate to be a part for the past decade—one power-filled phrase has governed our

efforts to move our organizations effectively into the future: *jointly dedicated to human growth and understanding.*

Our education mission statement contains no specific reference to "workforce education," "job-linked basic skills," and other terms commonly used across the country today. We have chosen to stress the growth and development of each employee as a "whole person," a principle that we see as crucial to the healthy growth of our union and our company. To this end, we have embraced three broad tenets:

- (1) *Each individual in UAW-Ford has a valuable and unique contribution to make and should be recognized and appreciated in that regard;*
- (2) *We must provide opportunities for each person to pursue and expand his or her interests, talents, and abilities; and*
- (3) *Our efforts should include the full and active participation of those individuals we seek to serve.*

In other words, by recognizing the importance of each individual employee, we create a constructive/productive atmosphere, everyone feels a sense of accomplishment, and the individual employee's relations with others at the company are invariably enhanced. Moreover, as a highly-regarded mentor once said to me: "People will support what they help to create."

In fact, our experience has shown that the workers' interests and needs very often mirror those of the company. The UAW-Ford Math Enrichment program, for example, was developed as a result of the expressed interests and needs of our workers across the country. Many of the mathematical concepts and skills actually taught are provided in a context of high interest to them—e.g. drawing up plans for building decks for their homes. The program seeks to instill broader understanding and skills that are transferable to some

skill-related requirements in the workplace. It is designed so as to bridge the worlds of technical training and personal growth and development, thereby supporting the interests and needs of the workers.

Another example of a program developed around the expressed interests and needs of the UAW-represented Ford employees is the Skills Enhancement Program—and other education offerings developed under the umbrella of the Education, Development, and Training Program are similarly worker-centered. Services are planned and tailored to meet the interests and needs of workers at each Ford location throughout the country. Instruction is individualized and self-paced to meet each worker's personal interests and needs. Services are offered at convenient times to accommodate the workers' schedules; and they are also flexible enough to accommodate unforeseen personal and family circumstances. And, not least, workers can enroll in programs, stop their participation, and re-enroll as they deem it necessary.

Even beyond UAW-Ford I believe that the successful development of our society's organizations and the development of individuals as workers and citizens must go together—despite any difficulties encountered along the way, and even though concrete results may not be immediately apparent. Our ultimate goal, as indicated at the beginning, must be to promote human growth and understanding—for the betterment of individuals, of workplaces, and of society as a whole.

I am reminded of a parable told to me by a great teacher: When one plants a corn seed in the soil, a gestation period ensues. One waters, weeds, and cares for the earth. In its time, the seed germinates and two green seed leaves appear at the soil's surface. But this first visible evidence of the vegetable's growth bears no resemblance, it would seem, to the yellow kernel that was planted. As the young plant continues to grow, with careful nurturing, a long cylindrical stalk with many slender leaves forms—taking a shape that again bears little resemblance to the kernel of corn. And on and on, until the seemingly unrelated parts of the plant generate hundreds of replicas from that one original seed.

(Brian Elrod is Program Services Representative, UAW-Ford National Education, Development, and Training Center, 5101 Evergreen Road, Dearborn, MI 48128.)

Marilyn Gillespie



On April 28th, the U.S. Census Bureau released a detailed report on language usage in the United States. The statistics confirm what practitioners in the field have experienced throughout the decade. We are now, more than ever, a nation of immigrants. In fact, the rate of immigration in the 1980's was the highest in 70 years.

The number of U.S. residents for whom English is a foreign language increased by more than a third to 31.8 million. According to the Census report, one in seven of the nation's 230 million people over the age of five speaks a language other than English at home. The fastest growing group were speakers of Asian and Pacific Island languages. Their numbers nearly doubled to 4.5 million. The number of Spanish speakers also grew, by 53%; including newcomers and those who have lived in this country for generations, these people now number 17.3 million and represent more than half of all people in this country whose first language is not English.

No one knows for sure how many linguistic minority adults need English as a Second Language (ESL) or basic literacy services (or some combination of both). The Census Bureau's self-reported data can give us only an approximation. Gleaning rough estimates from various sources, the Southport Institute for Policy Analysis suggests that 6 million adults have problems with speaking, understanding, reading, and writing English, with one-third of these born in the U.S. and the remainder immigrants. This figure does not tell us how many people who have difficulty with English also lack literacy skills in their native language. The upcoming results of the National Adult Literacy Survey will also only partially answer the question because those individuals not proficient in English would be unable to advance much if at all beyond the oral background questionnaire.

Whatever the exact numbers, services for ESL do not meet the growing demand. ESL enrollment nearly tripled between 1980-89 in U.S. Department of Education programs. Today one in three learners in adult education classes (or about one million a year) is an ESL student; in major cities, waiting lists for enrollment number in the thousands.

Literacy providers as well as those educators involved in skills training (vocational or on-the-job) are hampered by the same lack of information with respect to serving linguistic minority adults. They need better ways to determine the number and kinds of learners who require services. They need better access to systematic research about what successful programs are doing and what approaches work under what conditions. They want to know how to transition learners from initial ESL literacy into job training. Many would like to see research on the value of native language literacy instruction. And, there is a critical shortage of effective assessment

tools that take into account the complex learning processes and the interactions between speaking, listening, reading and writing in English and the native language.

Ironically, at a time when the need is clearly growing, funds targeting educational services, research, and development for this population are being cut. The State Legalization Impact Assistance Grants (SLIAG) of the Immigration Reform and Control Act, which have been the life blood of many ESL programs in recent years, are scheduled to be eliminated by 1994.

Similarly, the English Literacy Grants Program, which directed funds toward the needs of non-English speakers, was zeroed out of the 1993 budget and is not currently scheduled for reauthorization. Yet, since 1989 this program, although small in total dollars, has provided for a demonstration project to study the transitions for ESL learners into academic and vocational education programs, sponsored a valuable two-year study of effective ESL and native language literacy instructional programs, and funded the National Clearinghouse on (ESL) Literacy

Education, an adjunct to the ERIC system and the only national clearinghouse collecting, publishing, and disseminating information on the education needs of linguistic minority adults.

As the infrastructure for the National Institute for Literacy and the State Literacy Resource Centers evolves, let us not forget that by the year 2000 linguistic minorities are projected to make up 29% of all new entrants to the labor force, according to the U.S. Department of Education. With immigrants dramatically reshaping local economies and cultures, we can no longer afford to view ESL as peripheral to adult education.

Finally, I want to recognize that, over the years, BCEL has been instrumental in making the field and the public aware of this and other future trends affecting the literacy community. Its voice, as an ally to the ESL community in carrying us through the next decade, will be sorely missed.

(Marilyn Gillespie is Director of the National Clearinghouse on ESL Literacy Education, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037.) ■

have turned the corner in gaining for adult learners the kind of attention that used to be reserved only for those engaged in formal schooling.

As I see it, our great challenge for the remainder of this decade is to provide "literacy and lifelong learning" with the kind of support and credibility that will make it integral to reform efforts as well as to national economic restructuring. This represents a major challenge to a field that is dominated by part-time instructors and program managers, people who typically have multiple responsibilities already. But we are called upon, apparently, to lift ourselves up by our own bootstraps, for our resources are scant relative to the problem that confronts us, and there is little national or even state infrastructure to rely on. Though our numbers aren't legion, what we have going for us is each other. We don't need to speak with one voice, but we do need, each of us, to be leaders in getting the nation, our states, and our communities to keep focusing on the issue.

I believe our next big opportunity will be the release of the National Adult Literacy Survey (NALS), which will have profound implications for policy and program development. We face the huge task of translating the NALS results into terms that are useful and comprehensible to professional and lay audiences alike. And we need to do the job in a way that will provide mental "hooks" for moving from the research results to action. We also need to integrate into our discussions what we know about learners' definitions of literacy in the context of their own experiences and goals. We should and can create a rich tapestry that will make the issue of literacy come alive for people both within and outside of the adult literacy community, making ourselves and our neighbors "more literate" about literacy.

Along the way, we need to keep our sights on the particular—a way of viewing the field which BCEL did so much to develop. It is this genius of attention to the particular that has helped us all focus on the need for "small victories"—one learner, one program, one day at a time.

(Karl Haigler is President of The Salem Company, 214 North Church Street, Suite 220, Charlotte, NC 28202.) ■

Karl Haigler



At a recent conference about the Department of Labor's national literacy assessment, two panel members began with this apology: "I don't know why I was invited; I don't know much about literacy or assessment." This called to mind a question once put to me by the Secretary of Education. He asked how I felt about adult literacy. I responded that I was all for it. The panelists and I shared a common sentiment when introduced to literacy: it is an important issue to know more about and an important thing to be for.

Those of us already involved in literacy need to keep in mind that laypersons and newcomers bring a fresh perspective and sense of optimism to the issue. For this reason, we should temper our tendency to get discouraged about its relative status or its perceived loss of momentum on the policy agenda or in public consciousness. After all, the past decade has been marked by much progress and given us a foundation on which to build.

The relative success we have had is due, I think, to the fact that we have come to understand literacy more in contextual terms than as an isolated educational issue, and we have succeeded in making the case that basic skills development

can play a vital role in meeting the wider social and working needs of adults. Federal and state mandates for "coordination" and greater integration of job training, welfare, vocational, adult education, and family literacy programs reflect this understanding. Moreover, as public and private support for literacy has grown, so has interest among scholars. Cognitive psychologists, psycho-linguists, labor economists, and others have begun to challenge the way we think about literacy. The implications of research findings for policy and practice are regularly debated now. Voices from the literacy community, often departing from a purely academic approach, have brought realism and the adult learner's insights to the discussions. These are all signs of progress—signs of a field in transition, of movement toward a profession.

Literacy's place on the national and state policy agenda has also been strengthened by the involvement of major foundations such as the Kenan Family Charitable Trust and the Hewlett and Lila Wallace Foundations...by the creation of the National Institute for Literacy and funding of state literacy resource centers...and by greater business and union involvement in workplace and workforce literacy as a "competitiveness" issue. State responses to National Education Goal #5, and amendments to the Adult Education Act, have also given a greater role to nonpublic providers in policy formulation and program development. None of these advances is free of attendant problems, of course, but we

Judy Koloski



In the 23 years I have been working in the field of adult literacy, we have been through many cycles: from Right to Read to what I have fondly called President Reagan's "Non-Initiative" on

Literacy; then came PLUS, the founding of BCEL, the leadership of Barbara Bush, the Coalition for Literacy's push for public policy development, significantly-increased federal ABE dollars, and, in 1991, spurred by the landmark *Jump Start* report, the passage of the National Literacy Act and the establishment of the National Institute for Literacy.

At various times, depending on the whim of public sentiment, we have been expected to focus on basic literacy, functional competencies, family literacy, workplace literacy, English as a Second Language, citizenship education, literacy for the homeless, for welfare clients, for... Sometimes only a few of these areas were deemed critical; more often all of them were seen as vital. And now, although early in the process, the policies of the current administration seem to be leaning toward literacy primarily as preparation for job training.

Through it all, the real literacy leaders, those who work directly with students, have gone about doing what they do best: helping people attain their goals and the skills necessary to take some measure of control over their lives. ABE teachers, volunteer tutors, and staff in our community-based programs are the backbone of this movement: they and their students continue to work to better their lives.

I believe the days of adult literacy as a national priority are waning. I do not believe we will see significant increases in funding in the near future. Policymakers have a short attention span, and literacy has been high on the national agenda for several years. The signs seem pretty ominous. Witness the demise of the adult literacy focus in the PLUS campaign, the closing of a valuable organization such as BCEL. Witness the fact that the National Institute Board was confirmed almost a year after it was authorized and at this

writing does not yet have a permanent Director. Witness the existence of only two or three Governor's offices of literacy, down from 30 or so not long ago. Witness the level of funding projected for the adult education program, still the backbone of the adult literacy movement. Yet, despite our movement's seeming departure from the national psyche, we still have important work to do and the policy foci of the last several years have given us some important tools, and raised important issues with which we must deal.

I want to propose a **PACT** for the adult literacy field for the 90's and beyond:

- Let us develop increased **Professionalism** for our workers—training, full-time positions, adequate and fair pay. Let us use the vehicles of the newly-established State Resource Centers and the additional professional development funds in the Adult Education Act to ensure that all literacy workers are given the professional tools needed to succeed in their roles.
- Let us commit to better **Accountability** for our programs. Indicators of program quality, better data management systems, the development of a consistent and coherent assessment system, all of these processes must be in place to enable our field to demonstrate that we really do make a difference in our students' lives.
- Let us truly **Coordinate** our services with other providers, agencies, networks. Coordination takes time; it takes work and must be built on trust. But as funding again becomes tighter and service needs continue to grow, it is more critical than ever.
- Finally, let us creatively explore the use of **Technology**. The number of clients who need literacy services continues to grow and neither the financial resources nor the person-power exist to accommodate all those needs. We must find cost-effective strategies to administer, instruct, assess and evaluate our efforts. Technological systems could provide those tools.

It's time to make a pact with ourselves, our colleagues, our funders, and our students, a commitment to maintain and enhance the quality of our programs and services. In that way, we can ensure that when the next public policy cycle comes, and it will, we will be ready to build on the successful efforts of the past.

(Judy Koloski is President of Judy Koloski & Associates, 11048 Gaither Farm Road, Ellicott City, MD 21042.)

Don Brown



It would be useful if the English language had a word like the Spanish *analfabetismo* to mean the total lack of ability to translate the letters of the alphabet into sounds. Our word "illiteracy" used to mean something like that: a total inability to read. But today it has

acquired a far broader meaning.

In the United States, as in other industrialized countries, total illiteracy, *analfabetismo*, has been all but eliminated. Though there are considerable numbers of Americans who cannot read at all, almost all of them are recent immigrants or elderly or are suffering from specific learning disabilities. Very few younger Americans suffer from total illiteracy as a consequence of not having received schooling.

But "illiteracy" in a broader sense remains a major American problem. The invention of phonetic writing early in the first millennium B.C. created new forms of language and of mental operations. Written language became quite different from oral speech. The written language could be precise and structured. It could embody and retain complex ideas. It could store up bodies of knowledge and bring them together for study and analysis. It could sustain and use a much larger and more varied vocabulary than speech. Written language brought with it enormous empowerment of societies that commanded it and of the individuals in those societies that had mastered its use. Literacy and orality became two different ways of intellectual life.

Until relatively modern times the possession of true literacy, of the ability to exploit the power of the written word, was the possession of a small minority. With the invention of printing and its spread throughout Europe in the late fifteenth century, the domain of literacy was greatly enlarged and thereafter it steadily grew. With the development of mass printing and cheap paper in the late nineteenth century, the opportunity for literacy became nearly universal in Western Europe and North America.

But that opportunity has been far from realized. It is true that the ability to look at a series of letters and pronounce the word they form has now become so general as to be taken for granted. Though this ability is essential, it does not of itself bring the ability to enjoy and use the power of writing. The language of the literate world, the language of newspapers and books and technical journals, is very different from the spoken language of the streets and fields. The mere ability to decipher the words that make up a literate language does not automatically bring the ability to understand and use it. To pass the threshold into full literacy, and to possess the personal and occupational power that mastery of the written word can bring, requires much more.

Hence we have increasingly come to recognize that tens of millions of our fellow Americans,

though they may be able to "read" in the sense of translating letters into sounds, have not mastered the skills that make them full members of the literate society. We have come to use the term "functionally illiterate" to describe that condition. Although we have come to recognize the existence of this condition, we have not yet fully recognized the educational challenge it presents. That challenge will not be met by the mere imparting of phonetic skills, however advanced. It involves achieving the broad ability to use the language of the literate world: to write clearly and to read with understanding in the language or languages of literate society.

Full literacy is very much a social skill. It involves the ability to function in a mental world based on the intellectual potentialities given by writing and to communicate effectively with other participants in that world.

The achievement of full literacy or an approximation to it has become increasingly important. In an earlier time, though leadership and the acquisition of wealth might require the full ability to exploit the power of the written word, the day-to-day occupations of most men and women did not. The farmer could plow his field, the workman perform his tasks, and the housewife carry out her manifold duties while still living in the comfortable domain of orality. But in the closing days of our century as the possession of full literacy becomes

more general, exclusion from it becomes more painful. Most occupations today require the ability to live effectively in the world of writing. Indeed to live a satisfying personal life in a literate age increasingly demands full literacy. And it is a national problem as well as a personal one. The fate of nations as well as the fate of individuals depends on the ability to command the power of the written word.

This broader concept of literacy in no way diminishes the importance of achieving phonetic skills. Such skills are obviously the first and indispensable requirement to enter the literate world. We must press on vigorously with programs to achieve basic literacy as traditionally defined.

But we must go beyond this, recognizing that the basic skill of translating the markings on the page into words is only the first step to achieving the ability to use the enormous power of writing and to become full citizens of the literate world. Basic skills training needs to be seen as one component of a broader educational program to enable those who have achieved a new or enhanced literacy to use their powers in gaining an effective mastery of the language of the literate world.

(Dan Lacy, Retired Senior Vice President of McGraw-Hill, Inc. and Vice President of BCCL, can be reached at 54 Forest at Duke Road, Durham, NC 27705.) ■

base. Adult learners, assisted by specially trained tutors, gained literacy skills *in the process* of exploring that day's sports, features, news—including the events of the Gulf War—and connecting that information with reportage that had appeared previously in the paper. Gaining language skills became a way of learning with all the fullness of life, initiated and guided by the learner, supported by a tutor. The sense of empowerment through literacy became concrete and real.

Already, however, the innovations of that program seem limited, tied to the use of outmoded tools. Where is the ability to record the learner reading aloud? Where is the text-to-speech digitizer that reads what has been written, or that reads *that day's news* along with the adult learner? Where is the power to juxtapose printed news with the 6:00 p.m. televised version? Or with live-broadcast press conferences? And where is the power to stir together those sources, plus private reflections, sound interviews of friends and fellow learners, and even song or scanned drawings, so as to document and discover the connection between community and self, between self and the world.

All of this technology is available, and almost "transparent" in its ease of use by both tutor and learner. Creating optimal literacy education is not a matter of inventing new technologies, but of imagining the most creative combinations of technology, activity, and learners' real interests.

In the near term, we will see tools that translate our handwritten notes into datebook entries, letters and electronic mail, maps, even search requests sent to larger databases. Our voices will be translated into type—a letter, a fax, even a book—that can be retranslated into speech. Reading and writing will begin a complete transformation. Literacy will be newly revealed as something that it has been all along—the ability to think and communicate with all symbolic means, including pictures and icons, sounds, spoken words, even gestures. The form that an idea takes will still be important, but in the best possible version of this collage milieu, creativity will be enhanced and sought out, and the quality of the thought itself will emerge as paramount.

(Jane Laidley is Executive Director of the People's Computer Company, 1 Spinnaker Way, Berkeley, CA 94710.) ■

Jane Laidley



Modern technology—every tool for thinking and communication developed after the ballpoint pen—is changing the pathways of literacy instruction. The use of the computer as a learning tool has

evolved rapidly: in 1985, the seminal Project LEAP of the California Literacy Campaign and Terilyn Turner's ABLE and TLC projects answered the jump-off question, "Is the computer an appropriate tool for adult literacy instruction?" Computers brought greater independence, a new source of self-esteem, self-paced learning, and easier repetition of basic skills and concepts to the adult learner.

Almost overnight, the key question changed to "What technology is available, how can I acquire it, and how do I use it?" Community-based projects, such as Toni Stone's *Playing To Win* in New York City, framed the answer as a "learner-driven" curriculum developed to translate the learner's own questions into productive inquiry. We again affirm that all learning begins with a question; we have come to recognize that we are all learners.

Now, before we've experienced even a decade of discovery and evolution in the use of technology in literacy education, focus has shifted again, to the questions, "What kinds and uses of technology are most effective?" and "What is the best design of technology for adult learners?" New elements, such as sound recording and playback, animation, hypertext, and integrated video are emerging as "optimizers" of learning.

Answers to those key questions are no longer obscure at all (even if development lags and access is unequal). And we are only now beginning to wonder, "How among all these changes does technology change the very nature of literacy itself?"

We can see a shift in styles of literacy education. Emphasis is moving from an instructor's imparting of basic skills—reading and writing, working with numbers—to creation, by the adult learner and the instructor working together, of language-based, symbol-based, activity-based bridges between the learner and the events and ideas that make up the world.

In 1991, the *News Through Technology Project* (supported by Gannett, USA TODAY, Digital Equipment, and my own company) presented a literacy curriculum that blended learner-driven, computer-assisted literacy education with access to USA TODAY's on-line newsroom data-

Susan Levy



"In books are preserved the knowledge and wisdom of the ages." These words are carved in stone above the lintel of R.R. Donnelley & Sons' historic memorial library. As the world's largest commercial printer, with a 129-year history, we believe these words convey our future as a

company, the future of our employees' communities, and our nation's future.

Our company has been affiliated with a family literacy project that includes both adult literacy and preparation for vocational training. We donated a children's library, a curriculum in vocational preparation, and additional manpower during the project's start-up. From this involvement we gained valuable lessons in issues affecting our nation's future, lessons that will guide our decisions about allocating contributions as well as those concerning employees as volunteers in their communities. These new lessons have not yet evolved into action plans, but they are stimulating our concerns.

We are concerned that corporate and foundation funding lacks staying power to establish a project firmly enough to meet its stated objectives. Only through long-term commitments that involve sound research methods will we know if a project or organization works. Funding, however, tends to be fickle and faddish. For example, the funding requirements of community-based organizations to deliver their services are difficult for most corporations to sustain over a long period without a clear sense of results and without the support, equally committed, of other organizations.

We believe that, if corporations are involved at all, they must provide management expertise to struggling projects to ensure that limited financial resources are aligned with realistic goals. They can do so directly or through technical assistance organizations. It is a sad commentary that two such organizations—the Business Council for Effective Literacy and the Chicago Literacy Coordinating Center—have recently shut their doors.

In the development from concept to reality of an organization trying to serve the needs of functionally illiterate adults and their families, we see a need for the application of principles from the fields of human performance technology and organization design. Such attention to planning would ensure a sufficient number of people to support the work of the organization, so that individuals are not so overwhelmed by the demands of needy people that they leave the field in two years. This kind of planning, in combination with funding that doesn't fluctuate from year to year, would provide ballast to help a new project stabilize sufficiently for its mission to be borne out with solid results.

We want employees at all levels of our organization to have a heightened awareness of the needs of people who are functionally illiterate and to understand the ramifications of illiteracy: joblessness, low self-worth, substance abuse, and domestic violence—whether the person lives in the inner city, on a reservation, or in a rural area. The demands on

corporate employees and their relative insulation from the stresses of poverty make such problems seem distant. But we see these problems increasingly in our communities, and have learned that a large number of people can be helped to put their lives together and move in a positive direction if support is sustained.

Our concern is that verifiable data in the field of adult and family literacy are not readily available to help us assess achievement. Responsible corporate decision makers are accustomed to having hard data on which to base financial decisions; given the magnitude and complexity of problems that beset functionally illiterate people, it is difficult at best to translate the needs into achievable results. But assessment and evaluation are as crucial to corporations as they are to lawmakers; the lack of solid data gives a quicksand uncertainty to such investment issues.

Finally, we see a need for individuals within the corporation to become involved in some aspect of the social issues that face our nation and for the corporation to encourage and give recognition to people who contribute to the well-being of families who are less fortunate. We have learned that literacy has its beginnings when children are very young and that it is most effectively "taught" by loving and interested parents who converse with

and read to their children, and who seek out developmentally appropriate activities for them to enjoy. To this end, it behooves a corporation to find ways it can best support individual families within their communities. An attitude of largesse must be manifest not only in large gestures of public giving that gain stature for a corporation in its community, but also through smaller individual gestures of caring, concern, and support for beleaguered families and support for the organizations that serve them. Their literacy and economic struggles adversely impact every area of their lives. Struggling against chaos, it's difficult for them to sit down quietly and safely with their children to read a bedtime story, and thus give to their children the gift of reading.

These are some of our lessons and concerns about meeting the challenges of literacy as responsible corporate citizens. We are attuned particularly to the needs of families—even as the parents are themselves learning to read—so they can support their children's growth and sense of self-worth. Our industry and our nation need a literate population, a new generation of avid readers.

(Susan Levy is Manager, Community Relations, Corporate Headquarters, R.R. Donnelley & Sons Company, 77 West Wacker Drive, Chicago, IL 60601-1696.)

Garrett Murphy



With passage of the National Literacy Act in 1991, the way seemed paved for literacy and adult basic education to emerge as major forces in American education. Now, only two years later and despite the

existence of a national literacy goal, this opportunity may be retreating at an accelerating pace. Adult literacy certainly has not been a high-profile Washington issue in the first five months of 1993. In fact, newspaper reports have begun to challenge the correlation between literacy and the ability to secure employment and perform on the job, and while employment is hardly the sole end for literacy instruction, much of the federal funding for basic skills instruction outside of the Adult Education Act is employment related.

Studies by the Manpower Demonstration Research Corporation assert the greater cost effectiveness of welfare reform programs that place recipients directly in lower-rung jobs to programs that try to educate recipients first and then help them secure better paying jobs with potential for promotion. A recent report by a New York State business group, endorsed in a foreword by Senator Daniel Patrick

Moynihan, strongly advocates devoting dollars presently spent on basic and occupational skills training to direct job search and placement.

Although these examples are drawn from welfare reform and appear to conflict with the greater emphasis on basic skills given in the JTPA reauthorization, they signal a loss of confidence in the value of basic skills instruction which, if not countered by compelling evidence of its utility, could erode confidence even further. Of course the Adult Education Act will remain in place, but without public confidence in the value of literacy instruction in pursuit of the nation's economic goals, AEA appropriations are likely to increase slowly, and the percentage of welfare reform, employment and training, and economic development funds devoted to basic skills instruction will decline.

This may be somewhat offset by investment in family literacy, but growth in this area also depends on how widely people believe that providing basic skills to adults, and in a way that involves their children, has a beneficial effect on both.

The literature on literacy during the last decade has sent a mixed message. Many analysts claimed a strong link between providing basic skills instruction and greater success on the job and in family and community life. Others have stressed the striking correlation between years of school completed and income. Some have

spoken of literacy as a right and as an avenue to opportunity but warned the field about the dangers of connecting lack of literacy to lack of success as workers, parents, or members of a community.

Clearly, the precise relationship between improved literacy skills and success in other areas is very hard to document. However, this should not become a rationale for educated and powerful people to conclude that those without an education can get along just fine and to deny them opportunity. Opportunity should also not be more easily available to the dependent/unemployed than to the uneducated working poor. Public policy which rewards "not working" is coming under intense scrutiny. Yet, businesses rarely make provision for low-level workers to improve their skills, and education and training legislation gives lowest priority to those who work and who must pursue education part time.

The most important step for adult educators to take to certify the added value to learners of literacy instruction is to re-examine the entire system of student testing. While always stressing the need to have adequate basic skills, they have difficulty proving that instruction delivered what was intended. Programs that measure progress by grade levels limit their ability to relate student gain to increased performance in real life tasks. But even those assessment systems that use scales rather

than grade levels are unable to show the relevancy of a given score increase. In cases where the score is buttressed by descriptions of actual competencies performed at that level, the increase over time (in all scoring systems) is so small as to suggest that the intervention was meaningless. Yet, instructors can attest to genuine and substantial improvement in their classrooms and tutoring sessions. Either they are being misled or the measurement tools dominant in the field are insensitive to what really happens. I believe the latter is more often the case.

Efforts to develop indicators of program quality are generating new thinking about this issue. One good result is that portfolio assessment is getting more attention—though, for many reasons, this is not *by itself* the answer any more than standardized tests are.

The field does not need to invest in new testing instruments, but it does need a new assessment *process*—one that can only be put in place with the commitment and resources to provide every instructor with a sound curriculum and training in assessment. This should be done now if the confidence of all stakeholders, including learners, is to be retained.

(Garrett Murphy is Team Leader, Office of Workforce Preparation & Continuing Education, State Department of Education, Cultural Education Center 5D45, Albany, NY 12230.) ■

Ruth Nickse



Family literacy is undergoing a growth spurt. Barely ten years ago, the concept and the practice had little recognition and no audience to speak of. Yet, this past decade has been remarkable in generating policy, practice, research, and broad support. No one program model can or does hold sway, but component

parts of programs (adult literacy, early childhood education, parenting) are generally agreed upon as basic structures. What is beginning to be understood is that families as learning units can be recruited, instructed, and retained in effective home- and center-based programs which view literacy development as a social process.

Results of the latest national evaluation research on Even Start, the largest program, show improvement in the literacy skills of the children involved, increases among the adult participants in obtaining high school diplomas and employment, increased literacy materials and other resources in homes, and more positive parental educational expectations.

There is other encouraging news as well. For example, Congress suggests \$110 million for FY94 for Even Start (which now operates as a state block grant program), up from the \$14 million appropriated in FY89, and foundation funding has increased. There are a greater number of family literacy programs—through Even Start, libraries, and corporate/school partnerships—with private and public ventures and the pooling of resources becoming standard. There is more acceptance of two-generational, multidisciplinary instruction. Presessions, followed by state, regional, and national conferences on family literacy, have brought together professionals from a variety of educational backgrounds and social agencies and attest to expanding interest. On another front, family literacy principles are having an impact on other kinds of programs, as in Head Start, where adult literacy, substance abuse, and employment activities are now directed at parents. Even on the international scene new efforts are underway—in Canada, England, and Australia—and they derive impetus from the designation of 1994 as the International Year of the Family.

However, pioneers in family literacy, including myself, worry about threats to this promising movement. Among our concerns are these:

- Turf boundaries weaken and dilute support through fragmentation. Workplace, ESL, parenting,

and family content areas constitute ABE as a whole and are not unrelated parts that can be taught abstractly in isolation.

- Confusion about the holistic concept of family literacy manifests itself in a lack of understanding about the high degree of social and support services required to assist families to succeed in programs.

- Specific quality standards for family literacy are lacking, especially to guide instructional integration and program evaluation (although performance standards exist individually, for example, in Head Start and are beginning to appear in ABE).

- Adult literacy is underemphasized. The administration of Even Start by Chapter I has often resulted in a tilt toward early childhood programs at the expense of adult literacy programs, which weakens the conceptual framework and distorts the legislative intent of Even Start.

- Too little technical assistance is available for practitioners. Training is needed for work in intergenerational contexts and in collaborations which are mandated. So is dialogue across disciplinary lines, and collaborative research.

- Demonstration projects in Even Start are short-lived due to an arbitrary four-year funding cycle. This risks possible alienation of collaborations and loss of participant and community good will.

- Public agencies are unprepared for their roles in family literacy. Systemic efforts are missing in state and federal agencies to support holistic approaches. States taking leadership roles in moving the agenda forward with flair include Hawaii, Arizona, Connecticut, Kentucky, and Illinois.

Arguably, here are a few recommendations deserving of consideration:

- Accept and deal with the complexity and intertwining of literacy and social services in a new paradigm of holistic services for families.

- Commission regional task forces, including parent participants, to identify and define generic performance standards for approval and use in local family literacy programs.

- Administer Even Start through adult basic education to adjust the unacceptable tilt toward yet another early childhood program.

- Provide regional collaborations for advocacy, marketing, and generic technical assistance in support of varieties of family and intergenerational programs.

- Commit funds for five years at a minimum to maintain family continuity, community support, and collaboration.

- Appoint full-time family literacy coordinators in each state as liaisons responsible for fostering collaboration at the state and local levels.

- Legislate family literacy as an interagency priority in each state, with cooperation mandated in such areas as funding procedures, training, and evaluation.

Clearly, there is still much to be done before the high expectations for quality family literacy are realized. Let the enthusiasm and work continue. There is clear evidence that families are profiting in positive ways.

(Ruth Nickse is President of Nickse Associates, 58 Monmouth Street, Brookline, MA 02146.) ■

Jorie Philippi



Workplace literacy is a "mess"—at least that's how I have always perceived it, and how I hope it will remain. I select that word to describe workplace literacy because it seems to connote the awareness that comes with recognition of a problem, the initial vagueness that precedes a specific identifying and naming process, and the urgency of need. A mess usually requires cleaning up. The term is borrowed from Donald Schön who, in *The Reflective Practitioner: How Professionals Think in Action* (1983), refers to any situation that requires problem setting and solving, before it has been named and framed, as a "mess." Unlike the kinds of neatly fabricated application problems that are posed in classrooms or training sessions, the problems that arise in everyday life do not present themselves to practitioners as givens; rather, they have to be constructed from the labels assigned to problematic situations which are puzzling, troubling, and uncertain—such as developing and implementing workplace literacy training for employees or trainees.

When I first encountered the "mess," I was working as a reading instructor in an inner-city vocational school in New Jersey. The shop instructors, with whom I ate lunch, informed me that despite what I thought were successful efforts to improve my 240 students' academic reading skills, they still could not read their equipment manuals and other print materials in the shops. The traditional instruction that I was providing apparently was not transferring to application tasks outside the classroom. Wanting to help my students and to discover why little or no transfer of learning was occurring, I visited the shop areas to observe and inquire about the ways in which reading skills were applied to the performance of job tasks. I dug out my old graduate school texts and delved into a review of research on learning theory. Then came my first attempts to create functional context lessons that used shop materials as vehicles for teaching applied reading skills.

Schön says: *When we set the problem, we select what we will treat as the "things of the situation." We set the boundaries of our attention to it, and we impose upon it a coherence that allows us to say what is wrong and in what direction the situation needs to be changed. Problem setting is a process in which, interactively, we name the things to which we will attend and frame the context in which we will attend to them.*

My next confrontation of the "mess" took place several years later when I had the opportunity to work with enlisted U.S. soldiers throughout Europe. Hired to design a reading curriculum, it slowly dawned on me that what I created would have to positively impact on 50,000 soldiers' performance levels each year in over 100 different military job categories—and more than 600 teachers whom I had never met before would have to be trained to deliver the instruction. My vocational school lessons for a handful of shop areas seemed embarrassingly inadequate. What would be

required to multiply those ideas into an entire instructional system and to train others to use it? I scrambled through library stacks, searching for information about instructional design, contextual learning, and in-service staff training. I interviewed and observed competent soldiers as they worked. Gradually, a structured curriculum and assessment design began to take shape. Three years later, a nervously-awaited formal evaluation provided evidence that the curriculum was working effectively.

Since that time, the workplace literacy "mess" has become a private and public sector issue—a critical component of our national economy essential to building our current and future labor force into a highly qualified, skilled asset in a competitive global marketplace. As I work with various companies and labor unions around the country, I realize that each organization has a different "mess" to identify and process.

My experience has taught me that some elements of workplace literacy program development and operation are common to all companies and I use these common elements as guidelines—such as working as an organizational team member, obtaining commitment and information from all levels of the staff, identifying and benchmarking performance indicators, integrating the program with other organizational training efforts, using functional context instruction based on job literacy task analysis, and measuring effectiveness in terms of organizational values rather than by educational standards. But these are general processes, not individual program content. Every time, with every new contract I have, the problem, or "mess," appears anew, challenging me to name it, define it, and focus all my energy on resolving it.

Workplace literacy, although quickly burgeoning, is still a new field. There are still no "givens" in an organization's literacy problems, no pat solutions, no panaceas, and no quick fixes for sale in boxes off the shelf (although some opportunists would have us believe there are). Each practitioner must be willing to commit to the difficult job of setting the problem, carving out new solutions based on sound learning theory, collecting proof of effectiveness for each organization, and disseminating the results. Only with hard data gathered from a variety of program models, techniques, and users can we begin to draw universal conclusions and set national policy about best practices (i.e. processes) to apply when solving workplace literacy problems.

The workplace is not a static environment; the rapidly accelerating changes that affect it also affect the problems and solutions that arise concerning workplace literacy. We need practitioners who aren't afraid to seek out ever-changing messes, name them, define them, research them, and clean them up.

As the philosopher Joseph Campbell wrote in *Myths to Live By* (1972): *You enter the forest at the darkest point, where there is no path. Where there is a way or path, it is someone else's....If you follow someone else's way, you are not going to realize your potential....[Take] a bit of advice given to a young Native American at the time of his initiation: As you go the way of life, you will see a great chasm. Jump. It is not as wide as you think.*

(Jorie Philippi is Executive Director, Performance Plus Learning Consultants, Inc., 6 California Ave., Charleston, WV 25311.)

Virginia H. Kohn



In Marriott Management Services, we believe that our employees are our most important resource. We know that it is only through them that we can achieve our most important goal: to exceed the expectations of our customers. We also know that we can offer an exceptionally high level

of quality only if all of our employees are able to read, write, compute, and speak confidently at work.

Literacy is a particularly pressing concern for Marriott Management Services because, like other service businesses in the United States, MMS has a growing number of workers—called "associates" within the company—who do not have the basic skills they need to perform most effectively in their jobs. In addition, many from Spanish-speaking countries in South and Central America, and from Asia, Eastern Europe, Russia, and elsewhere around the world, lack the English language skills they need for such essential tasks as talking to customers, reading instructions, and directions.

During the past several years, we have carefully examined our options for helping these valued employees obtain their basic literacy skills. In 1991, we began by piloting at our headquarters a program called *At Your Service* for those who speak English as a second language. We recognized from the beginning that by creating partnerships in the community, we could maximize our resources and achieve our workplace literacy training goals. For this reason, we asked the American Association of Community Colleges (AACC) to help us identify a college—it turned out to be Montgomery Community College in the Washington, D.C. area—to serve as our educational partner in the new *At Your Service* program.

Montgomery staff worked closely with our own staff to prepare a customized curriculum and program design. They carried out a needs analysis and examined the literacy requirements of food services and facilities management cleaning jobs. These job categories were selected for the pilot because many of the Marriott employees in these jobs are not native English speakers and need to improve their basic literacy skills.

The resultant program uses a "functional context" curriculum. This means that materials and tasks from the workplace are used to help our workers learn job-related skills. The research has shown, and our program has demonstrated, that the functional context approach can cut the training time needed by one-third to one-half, and it usually leads to a significant and measurable improvement in job performance.

Because staff throughout the Marriott Management Services network have literacy training needs, the *At Your Service* literacy program was designed to be easily replicated at other worksites across the country.

The pilot phase of *At Your Service* was recently concluded. At its end, 30 associates at headquarters had successfully completed the program—15 from Food Services and 15 more from Facilities Management.

Based on this promising outcome, we then distributed information about the program to all Marriott managers and encouraged them to start programs of their own. We have already identified more than 100 sites across the United States that need assistance from community colleges, and right now AACCC is working hard to connect local Marriott managers with colleges in their communities that can partner with them.

Unfortunately, formation of these new partnerships is proving hard to achieve because, just when programs of this sort are so desperately needed, many community colleges are experiencing significant budget cuts, making it difficult for them to provide the needed services.

Four Recommendations for the Future:

1. Use a systems-oriented approach for employee literacy training.

Based on Marriott's experience, I am convinced that literacy training can and should include a variety of training options—from English as a second language to basic skills training for native English-speaking adults who lack the literacy skills they need for work.

Jerome Rosow



American employers are less able to compete in a global economy at this time because of job-linked literacy deficiencies within their own workforces. This critical issue must be addressed by the nation

with the same vigor and attention given to research and development or capital investment in plant and equipment. Until our national policy treats job-linked literacy training as an infrastructure investment of the first order magnitude, we will continue to lag behind our international competitors and experience a declining rate of job growth.

Paul Barton's recent report, *Training To Be Competitive*, which is based in part on comprehensive survey results from ETS' assessment of the prose, document, and quantitative literacy skills of some 20 million job seekers in 1990, should ring alarms throughout American business and industry. Moreover, in 1991 Congress estimated that 20-30 million employed Americans had serious literacy deficiencies. Yet, as Barton's report documents, only 6% of American workers receive reading,

2. Financial and other resources devoted to solving literacy-related problems should be increased throughout the country.

By nearly everyone's reckoning, too few resources are being dedicated to adult literacy.

3. Private and public-sector groups must form more and more active partnerships, on a scale far greater than at present.

Public education institutions cannot alone solve the functional illiteracy problem—and neither can American businesses. They must work hand in hand.

4. Share information about successful workplace literacy training activities.

Employers throughout the country are struggling to address workforce literacy problems and it is important to these efforts and to the continuing work of organizations like mine that we do a better job of exchanging information about what works—and also about programs that do not work so well. As much as anything else we can do, the sharing of useful information about what works, and why, will help us to achieve our workplace literacy goals.

(Virginia Rebata is Director, Human Resources, Field Programs & Services, Marriott Corporation, Marriott Management Services, Dept. 819.86, Washington, DC 20058)

writing, and math training (26% receive occupation-specific technical training). Training in the American workplace is skewed toward the higher-educated, professional, managerial and sales occupations and very limited in delivery to front-line workers. Even at that level, most of the training is to improve technical skills rather than basic skills that are fundamental to performing the technical tasks.

Work in America Institute has just completed a three-year national policy study focused squarely on training to teach employed workers the basic skills they need. Our results show that job-linked literacy programs offer employers a cost-effective way to:

- Keep pace with accelerating changes in technology, organizational structure, and customer demands for high-quality goods and services by providing instruction in basic reading, writing, math, and problem-solving—so that employees have the foundation needed to meet the challenges of new technology and changing work systems.

- Meet both employees' career advancement goals and the company's competitive needs by motivating, upgrading, and sustaining a high-performance workforce.

- Recruit and retain qualified employees by providing job candidates who are marginally deficient in the basic skills enough instruction to bring them up to

entry-level standards, opening opportunities for young job seekers and increasing the effective use of the labor market.

Literacy Network: After an extensive national search of 90 companies identified in the literature as having job-linked literacy training, the Institute found that fewer than half really had programs which included basic skills. To promote and advance the process, we set up a network which now includes 40 employers and unions that offer functional context basic skills education to their workers.

Federal Government: During the campaign, President Clinton excited interest in and debate on a 1.5% training tax. The proposal has been sidetracked for the moment. But the new Administration has pointed to a clear need for increased investment in training for the American workforce. The problems of high unemployment, loss of markets, and constant downsizing cannot be isolated from the quality of employed workers.

I would recommend federal leadership of two kinds:

One, federal funds for workplace literacy programs should be increased substantially. Of the \$305 million available under the Adult Education Act, only \$19 million is directed toward workplace programs. At the Labor Department, training programs are heavily invested in youth, the unemployed, and the welfare population. Moreover, very limited funds exist to promote training programs in the private sector for employed workers, the backbone of the economy. However, the limited funding has proved invaluable in initiating programs that have survived and grown after the grant ended. They have high multiplier effects at low costs and lead by example, not regulation.

Two, instead of imposing new taxes to expand training, the feds should create tax incentives to stimulate training in the private sector. Barton points out that tax credits have been discussed for several decades, but no proposal has come close to enactment. A training tax credit is first and foremost an infrastructure investment; until it is so understood, the quality of the American workforce will continue to lag far behind the technology and economic growth objectives of the nation.

(Jerome Rosow is President, Work In America Institute, 700 White Plains Road, Scarsdale, NY 10583-5058.)

Tony Sarmiento



It was discouraging to learn that BCEL would have to close, a decision the organization had to make after a decade of providing exceptional technical assistance and information to a broad and diverse audience. The growing number of union-based literacy advocates and practitioners joins the entire literacy

community in expressing our gratitude to BCEL's leadership and staff.

As we now consider how best to build on and continue BCEL's work, we need to recognize that many of the systemic problems that led to BCEL's creation endure to this day. Indeed, the Clinton administration is grappling with similar concerns as it formulates a comprehensive strategy to build a high-skill, high-wage economy.

The main questions are these:

- How can we broaden employer commitment and investments in worker training and education?
- How do we demonstrate that increased public and private investments in skills upgrading can pay off in higher productivity and higher living standards?
- What is the most effective and appropriate way for the federal government to support these initiatives?

Literacy advocates searching for answers to these three questions should recall the opening of the lead story of the October 1990 issue of the BCEL Newsletter:

Work in the U.S. must be radically restructured throughout business and industry. Along with that restructuring, profound changes in the way that the nation educates and trains workers must occur.

There, in a nutshell, BCEL captured the essential points of *America's Choice: High Skills or Low Wages!* and *Worker Training: Competing in the New International Economy*, two of what arguably are the most insightful reports on U.S. worker training completed to date. It is this two-pronged strategy—work restructuring coupled with skills upgrading—that we must embrace as we strive to become a more literate and equitable society.

For educators, this means taking on the challenge and responsibility to change the workplace, not just the worker. It's both shortsighted and counter-productive to respond uncritically with programs for employers seeking to remedy "skills gaps" among their workers.

As the two previously-mentioned reports contend, the vast majority of workplaces are structured to minimize the importance of a worker's skills and judgment. Instead, work is simplified into repetitive routines. Thus, many employers view worker training as a cost to be avoided or reduced, rather than an investment for the future.

Their growing reliance on temporary and part-time workers underscores their indifference to the development of workforce skills.

And there is little evidence that competition is forcing more employers to restructure work along the high-skills, high-performance path. Despite the widespread impression that total quality, work teams, and participatory management are increasingly commonplace, some studies argue that significant workplace restructuring is occurring in only five to ten percent of all American firms. Other researchers claim that up to 30 percent have been transformed. Even if we accept the most optimistic estimates, it still means that nearly two of every three workplaces do not view their workers' skills, knowledge, and judgment as central to their company's long-term future.

Finally, a growing body of research indicates that raising workers' skills levels has little long-term impact on employer productivity or workers' employment security *except* where management practices and values have undergone a fundamental transformation. It's more typical that employers decide to restructure the workplace, then make increased investments in worker training and education—rather than the other way around.

So how can literacy advocates contribute to the effort to restructure workplaces so that workers and their skills matter? A big part of the answer is to insist on learner involvement in workplace programs.

At the local program level, practitioners can insist on and require employers to involve their employees as full partners from the start of a workplace literacy initiative. Genuine worker participation and an effective worker voice are the most critical factors that differentiate restructured from traditional workplaces. If our long-term aim is to encourage and reward frontline workers for contributing their ideas in a continuous improvement process on the job, then why not embody this new way of working into every stage of a workplace education program?

At the national level, literacy policymakers can stay alert and informed about federal initiatives related to workplace reforms. For example, educators have an opportunity to contribute to the work of the new Commission on the Future of Worker-Management Relations, which has been established jointly by the Secretaries of Labor and Commerce. The National Institute for Literacy should consider how it might work with this critically important Commission. If it succeeds in giving workers a stronger and more effective voice, then it's likely to have a substantial impact on the structure of workplaces and the degree to which employers will embrace education and training.

The effort to increase employer commitment to worker training and education programs is inseparable from larger workplace reforms. Our history and experience show that major reforms do not come easily or quickly, but BCEL's ten years of extraordinary work have, in my judgment, prepared us for the many challenges ahead.

(Tony Sarmiento is Assistant Director, AFL-CIO Education Department, 815 Sixteenth Street NW, Washington, DC 20006.) ■

Stephen Duffy



In the early 1980's when I first met Jack Harr of the new Project Literacy U.S. (PLUS), I was really impressed by his interest. Then, and now, he knew that correctional education ought to be part of the literacy movement. It didn't take long before his boss, Jim Duffy, also embraced correctional education. Since then

there have been more than a few ABC-TV public services announcements on literacy featuring students in juvenile, jail, or prison facilities.

Correctional education issues were important to the Bush White House as well, particularly with Mrs. Bush. She not only visited prisons, but she also hosted a Correctional Education Forum meeting at the White House. She and her staff were constantly involved with literacy issues, including corrections.

Correctional students are easy to forget because they are out of sight, if not out of mind. Yet over four million people are under criminal justice supervision, on parole, probation, or incarcerated at any given time in the United States. Of these, over a million are sentenced in the nation's prisons, jails, and juvenile lock-ups. Most of these people have educational problems, having dropped out or been pushed out of the public schools. Astonishingly, over 90% of the prison population return to free society within four years.

PLUS staff quickly concluded that educational problems were closely linked to substance abuse, dropping out of school, teen pregnancy, unemployment, and other vexing social problems. Jack Harr, Jim Duffy, and Mrs. Bush clearly understood that nowhere else was the linkage so clearly illustrated as it was in correctional populations, and they saw education as an integral part of any solution.

Unfortunately, not everyone sees that link or wants to support correctional programs to solve the problem. Very few jails have education programs, and state prisons typically serve only 20% of a population where as many as 75% do not possess a high school diploma. State legislatures are hard pressed to come up with the necessary funds when public schools and other agencies need money as well. There are few advocacy groups for the incarcerated because their crimes make the public angry. This creates a very dangerous "lock them up and throw the key away" mentality which, all too often, plays into the hands of vote-hungry, shortsighted politicians.

While my organization, the Correctional Education Association, was a strong supporter of the literacy movement as it sought to create new legislation and a national literacy institute, other literacy groups were not always so supportive of correctional education in the proposed legislation. In fact, had it not been for Congressman Newt Gingrich introducing mandatory education for all illiterate inmates into the National Literacy Act there might not have been any specific funding provision for correctional education. CEA earned

a section in the final legislation by playing the role of arbiter between opposing sides in order to gain passage of the bill. As is often the case, corrections has been the stepchild of adult education—curious, loved, but sometimes left out and lonely until needed.

Even though we do not yet know how the Clinton administration will address the issue of adult literacy, there are optimistic signs for correctional education. The Department of Justice now understands education as an important part of the solution of the criminal justice crisis. The U.S. Department of Education supports the Office of Correctional Education which oversees literacy grants to the correctional field. The new National Institute for Literacy gave CEA a grant to create a national outreach center on correctional literacy programs. These are small, but important steps.

The National Judicial College recently conducted a conference on the role courts can play in addressing the educational problems of the people who come before the judges. PLUS was very much involved, with Jim Duffy as keynote speaker. In fact, interest at ABC-TV extends from PLUS into the *American Agenda* of the ABC-TV World News; Peter Jennings recently featured two four-minute pieces on the positive impact of correctional

workplace literacy programs on successful re-entry into the community.

Experience from the past ten years gives me hope, and a deeper understanding of the meaning of literacy. Back in the early 1980s basic skills was the catchword. I have come to appreciate that literacy for correctional populations means daily living skills for the workplace, community, and home, and comprehension including cognitive skills for problem solving and development of positive social and family values. These skills need to be taught in the classroom and supported with transition programs back into the community. And we need to collect impact data showing that education works in terms of employability, positive behavior, lower crime rates, and reduced recidivism.

Public support will come only when the public realizes that correctional education increases their safety and reduces growing criminal justice expenditures. CEA intends to work to impress upon the Clinton administration the value of adult and correctional literacy. It should be given a place of high visibility on the national agenda and its growth supported with adequate funding.

(Stephen Steurer is Executive Director of the Correctional Education Association, 8025 Laurel Lakes Court, Laurel, MD 20707.) ■

better educated, more employable parents and more educable children.

Additional increases in the return to investments in literacy education can also be expected if we teach the basic skills of reading, writing, speaking, listening, arithmetic, and thinking following a *functional context* approach. There is now convincing evidence that the basic academic skills can be most effectively taught within the context of teaching job or parenting skills. However, activities such as the Department of Labor's Job Training Partnership Act (JTPA) programs and the Department of Health & Human Service's JOBS program generally produce separate funding for basic academic skills education and job training programs based on the outmoded idea that one must first acquire the "basics" before one can benefit from job training. But by integrating academic and jobs skills training, we can reduce the amount of time needed to both educate and train youths and adults in a job field, enabling them to more quickly enter into employment. This can be achieved by changing existing regulations, much as the Department of Education's National Workplace Literacy Program calls for teaching basic skills in the context of work skills.

To get these "double duty dollars," we should require that all federally-supported programs of early childhood, youth, and adult basic education, and job skills training be designed to maximize the *intergenerational transfer of educational benefits* from parents to children and integrate basic skills, job skills, and parenting skills through *functional context education* programs. These programs should be required to obtain accountability data on the manner in which their programs (a) teach in a functional context and (b) stimulate the intergenerational transfer of cognitive skills from adults to children and show how many children are affected in what ways.

To me, BCEL's focus over this last decade on the need for business to become involved in adult literacy programs has pointed to the signal importance of adult education in improving the productivity of the workplace, homeplace, and school-place. It is a message that deserves to endure and to be broadcast across the next decade and beyond.

(Thomas Sticht is President of Applied Behavioral & Cognitive Sciences, Inc., 2062 Valley View Boulevard, El Cajon, CA 92019-2059.) ■

Thomas Sticht



Sadly, this is the final issue of the BCEL Newsletter, the premier source of information about workplace and workforce literacy in the United States. In recognition of the important message that BCEL has signaled, I want to argue once again for the significance of workforce literacy education.

Businesses and citizens in general consider it axiomatic that, in a time when the nation is consumed by a rising deficit, government spending should produce the most that it can for the monies spent. There are opportunities to get what I call "double duty dollars" from the billions that are now being spent by the federal government on education and employment training. By simply redirecting how current monies are being spent we can get twice or even three times the benefits that these programs aim to produce. This can be done by pursuing two strategies: the *intergenerational transfer of cognitive skills* and *functional context education*.

In the Departments of Education and Health and Human Services, as one

example, it is possible to redirect the spending on education in the Head Start and Chapter I programs, which totals some \$10 billion, to get \$20-\$30 billion more in educational benefit. This can be done by focusing larger percentages of the funding in both cases on the education of parents or parents-to-be, thus taking advantage of the *intergenerational transfer of cognitive skills*.

Evidence from dozens of studies over the last quarter century indicates that preschool or in-school compensatory interventions do not, by themselves, lead to improved literacy or other cognitive skills when the children complete secondary schooling and enter adulthood. Other evidence indicates that the *most important, long-term, educational "intervention program" for a child is a well-educated parent (or major caregiver). Better educated parents produce better educated children.*

Further, there is now evidence that investments in the education of *one* parent, whether in the Job Opportunities and Basic Skills (JOBS) program for welfare recipients or in workplace literacy programs for the employed, can influence the school achievement of one, two, or even more of that parent's children. This suggests that the redirection of Head Start and Chapter I monies from a focus on the education of children to the education of the children's parents—perhaps in family literacy programs—will lead to

Terilyn Turner



Recently I served as an expert witness in a federal court case involving literacy and technology. The defense lawyer challenged a state law requiring that grand jury members be able to read, write, and

understand English because it systematically eliminated particular segments of the community, namely Southeast Asians and Hispanics, from serving on the jury. Technology was central to the prosecution's case: wiretaps and fax transmissions in Hmong were the principal evidence. The complexity of the relationship between literacy and technology was apparent as the case was debated.

Ten years ago the relationship between literacy and technology was portrayed as simple and linear: *If we just had computers, we could teach them to read.* Causality was implied and technology was portrayed as the means to an end, namely literacy. The affective domain was equally problematic, with warm, fuzzy connotations ascribed to literacy and literacy workers. In direct contrast, those of us working with technology were viewed as cold, analytic, and lacking in some fundamental humanity. One literacy manager told me, "We don't believe in computers, we believe in people."

Now, literacy is challenged as a legitimate and viable goal for many reasons. Hal Beder, in *Adult Literacy: Issues for Policy and Practice*, asks: "What should the goals and purposes of adult literacy education be? Should they be to assist adults achieve economically and fit better into the society or to change society itself? Should adult literacy be conceived primarily as something to benefit the economy, or should it focus on wider social benefit?" The answer to this question results in markedly different literacy services.

Others have suggested that there is no such thing as illiteracy, that it serves as a subset of much more complicated societal ills such as racism, poverty, and sexism. Illiteracy is viewed as a myth that results in blaming the victim, who serves as the scapegoat for larger social issues. Indeed, the loss of funding for literacy is attributed, in part, to this view of the situation.

In technology, a flagging economy has hit hardware and software vendors, resulting in "upgrades" rather than new products. Mergers have raised serious questions about the viability of independent entrepreneurs who wish to develop software for literacy. The concomitant loss of creativity and relevance to the field is seen as a consequence of large corporation takeovers. There is a demoralizing loss of momentum as soft money evaporates and no new sources are evidenced to fill in the gaps. Those who purchased computers five years ago can no longer afford to staff or maintain them.

The sense of "risk" is everywhere, whether in literacy or in technology. Those who openly embrace change as a way of life may be in the best position to move forward in either field. According to Tom Peters, in *Liberation Management*, in this "fast-paced uncertain world, the most powerful people in the future...will be those who do the best job of transferring knowledge to others."

Technology is increasingly seen less as the deliverer of instruction than as the means to access information. The gap between those who discuss information technology and those who discuss "virtual literacy" is narrowing. The ability to deliver information at any time, in any place, in multiple formats, is a vision shared by those who forecast futures and those who deliver literacy services. The need to find new audiences matches the literacy need to reach more learners. The desire to provide entertaining, informative programming matches the literacy goal of individualized instruction. Providing forums for learners to talk on topics of interest and create new ways of reporting information matches the development of technology networks.

Although the dream is shared, implementing has yet to be achieved. Solutions to literacy problems—how to recruit and retain learners...meet the diverse needs of specific populations...provide authentic assessment...provide context-specific instruction—can find answers through technology. In the past ten years the relationship between technology and literacy has changed, but the dream itself hasn't. With technology, if you can envision the future, you can create it. Our images of the future define the reality of our present.

(Terilyn Turner is Director, St. Paul Lifelong Literacy, 494 Sibley Street, Room 401, St. Paul, MN 55101.)

Renée Woodward



When the Clinton administration passed the benchmark of its first 100 days, the report cards were mixed. Some of the President's proposals seemed to be in serious trouble and prospects for success were uncertain. The public's confidence was wavering and White House staffers knew they

would have to adjust their strategies. The conversation turned to the need for greater focus in the administration's efforts.

Unfortunately, this characterization also pretty much describes the status of adult literacy at this writing. National attention to literacy is adrift and unfocused. Federal, state, and local literacy programs—and some coordinating, management, and resource structures—are in place but remain isolated from each other and for the most part uninvolved in the larger public policy debates.

What should the field of adult literacy do to recapture a national focus? If the field were to follow the President's example, they would examine their present strategies and build on their experience over the last five years. They would be clear about and refocus their attention on the highest priorities. The questions are, who will take this leadership role for literacy, and what path will be taken?

Adult literacy, as such, is not very visible in the conversation of the new administration. Yet some of the positions taken by the President during the campaign suggest that there is a good chance that literacy will find its way into the administration's proposals—though not necessarily in a comprehensive way or in a form desired by the field:

- Give every adult American a chance to learn to read and write, and to get a high school diploma with adult literacy initiatives.
- Provide lifetime training by requiring every employer to spend 1.5 percent of payroll for continuing education and training for all workers.
- Make adult literacy programs available by supporting clear and comprehensive state plans to teach everyone with a job to read and give every worker the chance to earn a GED.
- End welfare as we know it. Empower people with the education, training, and childcare they need for up to two years, so they can break the cycle of dependency. Expand programs to help people learn to read, get their high school diplomas or equivalency degrees, and acquire specific job skills...After two years, require those who can work to go to work, either in the private sector or in community service.

These promises, however, have yet to be translated by the administration into specific proposals. It would appear from the preliminary discussions on these issues that the bulk of any public policy activity related to adult literacy will be packaged in either a job training or a welfare reform

context. While adult literacy should certainly be a critical element in either of these areas, professionals in the field are not involved in any meaningful way in their development.

The welfare reform proposal being considered contains the troubling premise that a cookie-cutter, two-year approach to education and training can move welfare recipients off assistance and into jobs. For many welfare recipients, however, recent experience alone indicates that this approach will result only in the exchange of a welfare check for a publicly-supported community service paycheck instead of a real, self-supporting job.

Revamping the job training system is most frequently discussed in terms of improving or developing the Apprenticeship or School-to-Work Programs, seldom in terms of employee adult basic skills upgrading or worker retraining. Among other restructuring ideas being circulated are to move vocational education into the Department of Labor or the dislocated worker training programs into the Education Department and to replace JTPA with a comprehensive high tech training program.

Education proposals, thus far, are focused on K-12 and on higher education (through the National Service legislation that modifies the college loan system and provides college funds for participants), not on adult education or literacy. Even the Goals 2000 Educate America Act which is making its way through Congress, with literacy and life-long learning included as goal #5, is primarily a K-12 school reform effort emphasizing national standards and assessment.

C. P. Zachariadis



The National Literacy Act is the culmination of an extraordinary collaboration by a diverse group of providers, administrators and policymakers. It is a significant milestone in this nation's

effort to promote literacy. Enacted at a time of renewed national commitment to education and a growing recognition that an educated workforce is critical to economic recovery, it provides the field with unique challenges and opportunities. For community based organizations, it also provides recognition and legitimacy.

It is now clear, however, that the challenges facing the field are far greater than the opportunities. The issues today are much more difficult than launching a national awareness campaign or drafting legislation. Progress is being hampered by a host of assumptions, habits, and contradictions. There is still a dispute about the definition of the problem, and disagreement about the purposes of lit-

eracy professionals also have a vested interest in the reauthorization of H.R. 6, the Elementary and Secondary Education Act, which contains the Even Start Family Literacy Program and the English Literacy Grants Program and which is currently pending in Congress. Also pending in the House are two workplace education legislative proposals (H.R. 91 and H.R. 690) and a bill (H.R. 124) that would provide employers with a tax credit for the cost of providing English language training to their employees.

Where does all of this take adult literacy and basic skills? The answer is not obvious. It depends on whether the field recognizes that it is at the crossroads of old and new strategies, proposals, and ideas, and on how it chooses to respond to the challenges and opportunities posed. Put another way, the federal role in adult literacy will be defined by how involved and vocal professionals throughout the field are in continuing to educate Congress, the new administration, and each other about adult literacy and basic skills training.

One of our greatest challenges in this regard is to see to it that the National Institute for Literacy actually becomes "a national focal point for research, technical assistance and research dissemination, policy analysis, and program evaluation" and that it succeeds in facilitating "a pooling of ideas and expertise across fragmented programs and research efforts."

(Renee Woodworth is a private consultant and can be reached at P.O.B. 25, Oxford, MD 21654.) ■

eracy training. There is concern over the capability of traditional providers to reach and adequately serve those most in need. Questions of purpose and methodology remain unanswered. There are no generally accepted standards or processes for accountability or quality assurance, few workable methods for evaluation, limited opportunities for professional development, and inadequate documentation and dissemination. Important work is being done in all these areas, in some cases under severe pressure to meet Congressional deadlines, but much more needs to be done.

For community based providers—perhaps the most critical link between policy and successful practice—there are two basic concerns: immediately, that implementation of the Literacy Act by the states should faithfully reflect the provisions for direct and equitable access (while emphasizing effective and successful programs for those most in need), and that literacy become part of a broader agenda for community development and community building.

Despite fairly explicit provisions in the Act, most states have not significantly included CBOs in their planning and decision-making, and it is unlikely that the emerging performance assessment

process will adequately incorporate CBO perspectives. Some state directors have even suggested that the "direct and equitable access" provision be diluted, exacerbating concerns about being shut out of the process. It is vital that community based providers be mobilized, informed, and trained about their rights and opportunities...that state officials be informed and educated about the value and potential of CBOs, and how to find, reach out to, and work with them...that program evaluation methods that respect and reflect CBO practices be developed...and that CBOs are assisted to become more involved in literacy activities in their states and to effectively compete for available support.

The Association for Community Based Education (ACBE) monitors the states' implementation of the Act and has provided CBOs with information and some help to enhance their ability to take part in state activities and programs. But equally important is training to enhance their professional and management capacity. ACBE's *Framework for Assessing Program Quality*—a tool for program evaluation and institutional assessment—and its professional development training program aim to help address these needs.

The future of literacy will be determined by how it is defined. A narrow definition focused only on basic reading and writing, with personal development goals secondary, will constrain and inhibit the participation of the neediest groups. It will also alienate CBOs. A more meaningful definition—one that links literacy training to the mission of community building—would place literacy within the broader spectrum of economic revitalization and development, thereby strengthening the literacy movement, making it more relevant, and enhancing its contribution to the betterment of our communities and the nation.

In addition to these imperatives, the field would also benefit from a greater recognition and acceptance of native language and culture-based programs...greater accountability to learners...mechanisms for performance and impact reviews of programs, including self-evaluation and peer review...and increased emphasis on the development of teachers and administrators indigenous to their communities.

(C.P. Zachariadis is Executive Director of the Association for Community Based Education, 1805 Florida Avenue NW, Washington, DC 20009.) ■

TOOLS OF THE TRADE



General Policy, Planning, & Research

- 1 **Adult Literacy Education: Current and Future Directions** (IN #355), by Hanna Fingeret, is an update of a 1984 paper by the same name. It reviews current thinking in the field regarding the nature of literacy and literacy education as well as major policy issues, and concludes that "the prevailing view of literacy as a short-term crisis undermines efforts to build a supportive infrastructure." Available for \$6 plus \$3.50 postage and handling from Center on Education and Training for Employment, Publications Center, Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 800-848-4815.
- 2 **Community College Involvement in Contract Training and Other Economic Development Activities**, by Robert Lynch, James Palmer, and W. Norton Grubb, presents the results of a 1989 survey of 176 randomly-selected community colleges by the American Association of Community and Junior Colleges and the National Center for Research in Vocational Education. Among the major findings are that some 94 percent of the respondents offer at least one course on a contract basis but that the contract training programs at most colleges are relatively small. Job-specific courses are the most prevalent (93 percent of the colleges), with basic reading, writing, and math taking second place (60 percent). For price and ordering information, contact NCRVE, University of California at Berkeley, 1995 University Avenue, Suite 375, Berkeley, CA 94704, 800-637-7652.
- 3 **Library Literacy Program: Analysis of Funded Projects, 1991** examines the library literacy projects funded by Title VI of the Library Services and Construction Act. It identifies new developments in literacy services through libraries and discusses common characteristics of the programs. It also describes each funded program, identifying its specific literacy activities. A limited quantity of single copies are available free. Write Education Information Branch, Office of Educational Research & Improvement, U.S. Department of Education, 555 New Jersey Avenue NW, Washington, DC 20208-5641.
- 4 **Lifelong Learning Trends: A Profile of Continuing Higher Education**, Second Edition is new from the National University Continuing Education Association. It examines such trends as student characteristics, sources of student financing, and the role of continuing education in preparing
- the workforce for a global economy and building a literate and informed society. Available for \$23 (\$19 to members) from Publications Department, NUCEA, One Dupont Circle, Suite 615, Washington, DC 20036, 202-659-3130.
- 5 **Literacy in Rural America: A Study of Current Needs and Practices** is a new publication containing the results of a study of rural literacy providers by the Rural Clearinghouse for Lifelong Education and Development. The study profiles the nature and extent of illiteracy problems in rural areas and the characteristics and practices of literacy providers there. It highlights both the positive and negative aspects of providing rural literacy services, showing how delivery differs from that in urban areas. Among the study's recommendations are that national-level agencies examine policies and initiatives "in terms of the needs of rural programs and establish a support network for local providers; that state level agencies take into account the higher costs of rural programs in the funding policies and encourage collaboration between rural literacy providers and social agencies; and that local programs integrate materials that reflect the local culture and community concerns and form consortia to share resources." Available for \$15 (plus \$.81 sales tax in Kansas) from Rural Clearinghouse, 111 College Court Building, Kansas State University, Manhattan, KS 66506-6001, 913-532-5560.
- 6 **The Major National Adult Literacy Volunteer Organizations: A Descriptive Study**, by Ellen Tenenbaum and William Strang, reports on the findings of a study of Literacy Volunteers of America and Laubach Literacy Action by Westat, Inc. for the U.S. Department of Education. It gives an overview of the history and current structures of the two organizations and describes their activities at the national, state, and local levels. Available free from the Clearinghouse on Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue SW, Room 4414, Washington, DC 20202-7240, 202-205-9996.
- 7 Two reports undertaken by COSMOS Corporation for the U.S. Departments of Education, Labor, and Health & Human Services are now available: **A Study of Federal Funding Sources and Services for Adult Education** contains the results of a project in which COSMOS examined 85 programs in 12 federal agencies that authorized the expenditure of funds for adult education during fiscal years 1986-89. It was found that the major sources of funding were from Adult Education Act programs, JTPA programs, State Legalization Impact Assistance grants, Vocational Education Act programs, and the Work Incentive/JOB program. It was also found that these funds were used primarily to support direct services in adult literacy/basic skills. The report includes a description of each of the federal programs studied. **Patterns of Promise: State and Local Strategies for Improving Coordination in Adult Education Programs** contains the results of a related study in which COSMOS conducted case studies of the coordination activities of local and state adult education agencies in five states: California, Georgia, Michigan, New York, and Oregon. The study identifies several things that federal and state agencies can do to increase interagency coordination. The reports are available free from DAEL Clearinghouse, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, 202-205-9996.
- 8 Two new publications from the Literacy Assistance Center contain data about adult literacy programs in New York City. **The New York City Adult Literacy Initiative: Final Report 1990-91** presents demographic information on all students enrolled in City adult literacy programs during 1989-90. The report also contains information about student achievement test scores and contact hours and longitudinal analyses of students who participated in programs for more than one year. **Perspectives on Assessment from the New York City Adult Literacy Initiative** surveys the forms of assessment used by the Initiative, reviews assessment from a national perspective, and presents recommendations for improving the system. For prices and ordering information contact the Literacy Assistance Center, 15 Dutch Street, 4th Floor, New York, NY 10038, 212-267-5309.
- 9 The Minnesota Association For Continuing Adult Education has published three monographs relating to adult literacy and adult learners: **Minnesota's Adult Literacy: Policy Directions and Impact on the Workplace**, by Rosemarie Park and Rebecca Olson, examines that state's literacy efforts for welfare recipients, displaced workers, the unemployed, and the current workforce. **Minnesota's Adult Learners**, edited by Howard Williams, gives demographic information about the state's adult learner population. **Use of Technology in Adult Literacy: Minnesota's Programs**, edited by Terilyn Turner and Elizabeth Frick, describes the use of computer-assisted instruction in 12 programs in Minnesota. The monographs are \$3.25 each from MACAE Monograph, Adult Community Education Center, 494 Sibley Street, 4th floor, St. Paul, MN 55101, 612-292-7118.

Workforce & Workplace Literacy

- 10 **Bridging the Literacy Gap: An Employer's Guide**, written by Carolyn Ebel Chandler for the Center for Workforce Preparation and Quality Education of the U.S. Chamber of Commerce, contains general guidelines for developing and implementing workplace literacy programs. Examples are included of six existing programs developed by local Chambers of Commerce and businesses. Available for \$15 from Center for Workforce Preparation and Quality Education, 1615 H Street NW, Washington, DC 20062-2000, 202-463-5525.
- 11 **The Business Guide to Publicly-Funded Training and Employment Programs**, a new publication from the National Alliance of Business, describes public funding sources for business training and employment programs and identifies the types of services for which funds are available. The report is \$7.95 from National Alliance of Business, Information Services, 1201 New York Avenue NW, Washington, DC 20005-3917, 202-289-2910. Cite Order #R004988.
- 12 **The Competitive Edge: Sharpening Your Skills in the Workplace** is a functional context math and communications program (reading, business writing, speaking, listening, problem solving, decision making, and team building) that was developed and field tested by Educational Resources of the Extension Instruction and Materials Center of the University of Texas at Austin as part of a pilot program at IBM, Texas Instruments, and Hart Graphics. The curriculum is made up of two

Student's Books (\$12 each), one for math and one for communications, and two parallel Instructor's Guides (\$15 each). The student books contain lessons with stated learning objectives, direct instruction, and extensive practice opportunities. The instructor guides reproduce the student lessons and provide answers, teaching suggestions, and assessment instruments. The program is accompanied by an Administrator's Guide (\$5) that gives step-by-step guidelines for developing and administering a workplace literacy program and that may be used independently from the curriculum. A set of the five books is available for \$52; orders of 100 or more books in any combination are discounted 10 percent. Order from EIMC/Educational Resources, University of Texas, PO Box 7218, Austin, TX 78713-7218, 512-471-7716. [Note: EIMC/Educational Resources also provides technical assistance and staff development to users of the program. Contact Elaine Shelton at the above address for more information.]

13 The Arlington Education and Employment Program (REEP) of the Arlington County (VA) Public Schools has issued three job-related curricula based on its work with hotels and 7-Eleven Stores: Housekeeping ESL: Workplace Literacy Curriculum for Hotels (revised), Food and Beverage Industry ESL Workplace Literacy Curriculum for Hotels (revised), and Convenience Store Workplace Literacy Curriculum. All three curricula, authored by Carol Van Duzer et al., should be available through ERIC (see below) in the near future. REEP has also produced Perspectives on Organizing a Workplace Literacy Program (ED #313927, \$13.40 including postage, a handbook for developing and implementing workplace literacy programs aimed at education and business partnerships), and Recruiting Employees for ESL Classes (ED #326076, \$10.10, which contains information about preparing a recruitment campaign, and a script with overhead transparencies and handouts for a recruitment session). Order from ERIC Clearinghouse on Adult, Career, & Vocational Education, Center on Education & Training for Employment, Ohio State University, 1900 Kenny Road, Columbus, OH 43210, 800-443-3742. [Note: For a list of other REEP publications at ERIC, contact Elaine Squeri, REEP, Wilson Adult Center, 1601 Wilson Boulevard, Arlington, VA 22209, 703-358-4200.]

14 Improving the Transition from School to Work in the United States, by Richard Kazis, explores a range of innovative approaches—both work- and classroom-centered—to better preparing young people for the world of work. It provides several recommendations for federal policy including the encouragement of continued experimentation and support for a comprehensive national skills training system. The publication is \$5 prepaid from American Youth Policy Forum, 1001 Connecticut Avenue NW, Suite 301, Washington, DC 20036-5541, 202-775-9731.

15 Moving Ahead: Basic Skills for Career Advancement is the third and final report from the Work in America Institute's study, "Job-Linked Literacy: Innovative Strategies at Work." It is built around five case studies by Jorie Philippi, Thomas Sticht, Sara Freedman, and Dolores Perin which focus on the effectiveness of job-linked literacy programs as a means of opening up avenues to career advancement (broadly defined to include "monetary rewards, career development, and employment security" as well as promotions). Study

authors Jerome Rosow and Robert Zager make six major recommendations drawn from their examination of the cases: *Basic skills training should become an integral part of on-the-job training and personnel development....In building their training budgets, companies should consider the life cycle costs and benefits of training and retraining workers versus the costs of hiring, recruiting, training, early retiring, and firing....Companies should engage their unions as joint partners at every stage of basic skills training....Corporate funding for training programs should be sufficient to achieve quality standards and insure the competitive advantage of the firm....Apprenticeship programs, both company- and union-sponsored, with a component of job-linked literacy training, should be expanded to assist workers in advancing their careers and personal development....Program managers and advocates should develop strategies to make sure that senior management, middle management, unions, and workers all understand and accept the need for, and value of, basic skills training.* Available for \$95 from Work in America Institute, 700 White Plains Road, Scarsdale, NY 10583, 914-472-9600. [Note: The two earlier studies, Vestibule Training: Basic Skills for New Hires and Meeting the Challenge of Change: Basic Skills for a Competitive Workforce, are also available from the Work in America Institute for \$95 each.]

16 Learning Work: Breaking the Mold in Youth Employment Training Programs, by Alexandra Weinbaum, Vernay Mitchell, and Ruth Weinstock, reports on a demonstration project conducted by the Academy for Educational Development for the New York City Department of Employment. In the project, the Academy worked with seven youth programs to broaden the scope of their training to incorporate basic skills and to develop an integrated functional context approach. The report makes eight recommendations including training staff to investigate the local companies at which they hope to place their students and developing more comprehensive and accurate assessment instruments. Available for \$8 from Academy for Educational Development, 1255 23rd Street NW, Washington, DC 20037, 202-862-1900.

17 Real Jobs for Real People: An Employer's Guide to Youth Apprenticeship, prepared by the National Alliance of Business, defines the scope and purpose of youth apprenticeship programs designed to improve the transition from school to work, outlines the steps a business can follow to institute such a program, and identifies the key ingredients for success. Available for \$12.95 from Beverly Plater, National Alliance of Business, 1201 New York Avenue NW, Washington, DC 20005, 202-289-2910.

18 Today's Small Business for Tomorrow: A Skilled Workforce is a report on five regional hearings conducted during the summer of 1992 by the U.S. Small Business Administration (SBA) in cooperation with the Center for Workforce Preparation and Quality Education of the U.S. Chamber of Commerce. At the hearings, small business owners discussed what they were doing and what problems they face in maintaining and building a skilled workforce. Part I identifies and pulls together the issues and problems discussed and presents a range of general recommendations. Part II focuses on what the SBA in particular needs to do, and Part III profiles several small business programs that are presently operating with some

success. Available free from Small Business Administration, 409 3rd Street SW, Washington, DC 20416, 202-205-6533.

19 Workplace Education: Voices from the Field is the published proceedings of a September 1991 U.S. Department of Education conference at which directors of 39 of the workplace literacy programs funded by the Department were brought together to discuss and analyze their experiences in six broad areas: the need for and nature of partnerships and organizational principles in workplace literacy programs, curriculum development issues, recruitment, staff development and other aspects of management, assessment and evaluation, and future policy directions. Guidelines, action recommendations, and obstacles to be overcome are presented in detail (47 pages) for each of the topics. Available free from DAEL Clearinghouse, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, 202-205-9996.

20 Workplace Literacy: A Guide to the Literature and Resources (IN #352), by Susan Imel and Sandra Kerka, contains guidelines for locating information about workplace literacy, an annotated bibliography of resources issued over the past four years, and descriptions of selected innovative workplace programs as well as some that faced special problems and may therefore contain useful lessons for program developers. Available for \$7 plus \$3.50 postage and handling from Center on Education and Training for Employment, Publications Center, Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, 800-848-4815.

General Program & Curriculum Development

21 Deal a Word is a deck of 108 playing cards designed for word-building, alphabet, and number games. Each card contains a letter of the alphabet and is assigned a point value. The deck comes with rules for five games (it is easy to create other ones). The cards may be used in literacy programs or at home. In addition the publisher makes the cards available to groups on a consignment basis for sale as a fundraiser. For more information, contact Impact Educational Services, 5453 Girard Avenue North, Brooklyn Center, MN 55430, 612-424-1074.

22 Eat Right to Help Lower Your High Blood Pressure (#017-043-00127-3, \$24 for 25 copies) is a 28-page brochure, developed by the National Heart, Lung, and Blood Institute, for low-literacy patients with high blood pressure. The text details steps to take to lower blood pressure and contains helpful tips for choosing and preparing foods. The Institute previously published a similar brochure, Eat Right to Lower Your High Blood Cholesterol (#017-043-00121-4, \$25 for 40 copies; see BCEL Newsletter, October 1991, page 9). Single copies are available free from NHLBI Information Center, PO Box 30105, Bethesda, MD 20824-0105, 301-951-3260. Quantity orders should be sent prepaid to New Orders, Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954 or, for those with GPO deposit accounts, by phoning 202-783-3238. Specify stock numbers when ordering.

23 English as a Second Language Literacy Handbook, by the Chester County Opportunities Industrialization Centers in Pennsylvania, contains

(Cont'd on p. 18)

TOOLS OF THE TRADE

(Cont'd from p. 17)

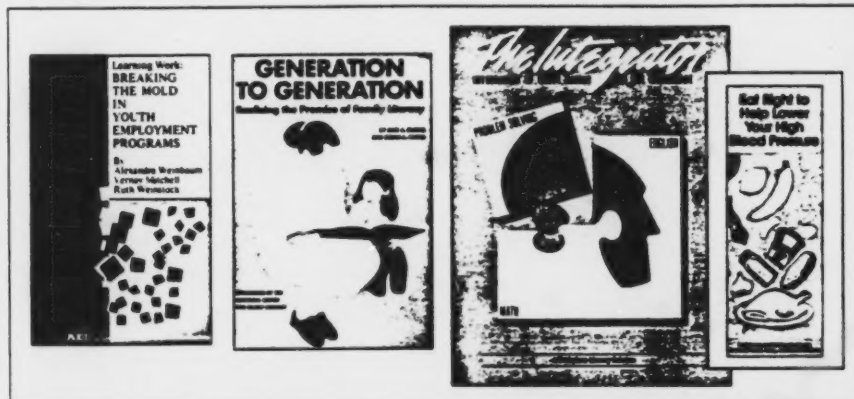
course outlines and sample lesson plans for use with ESL students at five levels, ranging from those with no English-speaking proficiency to those already quite fluent in the language. The appendix contains useful instructional aids, such as lists of words that exemplify phonetic generalizations. Available free from DAEL Clearinghouse, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, 202-205-9996.

[24] The EveryReader series, written at a low reading level, is made up of 8-page pamphlets on important health and social issues. Among the topics covered are AIDS, alcoholism, child abuse, and immunization. The booklets are available in both English and Spanish. For a complete list of titles and prices, contact EveryReader Department, Channing L. Bete Co., 200 State Road, South Deerfield, MA 01373-0200, 800-628-7733.

[25] A Field Guide for Literacy: Life Skills and Literacy for Adult Beginning Readers and ESL Students—Manual for Teachers and Tutors, by Jane Dittmars, is a handbook of lesson plans that can be used to teach life and literacy skills to ESL and ABE students. The lessons are organized around such topics as cooking, hobbies, money, and transportation, and they stress the use of real-life materials, some of which are included in an appendix. Available free from DAEL Clearinghouse, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, 202-205-9996.

[26] GED Math on VIT is a 20-hour video math course that was first shown on Vermont Interactive Television. It has segments on the following math topics required for the GED: *Notation; Word Problems; Ratios and Proportions; Perimeter, Area, and Volume; Mixed Word Problems; Algebra; Angles, Triangles, and Pythagorean Theorem; Graphs; and Putting It All Together*. The videocassette version of the course is taken directly from the interactive TV program and includes students' participation activities from the original presentation. The videocassettes, along with a reproducible student's book, are \$250 from the Vermont Institute for Self-Reliance, RR1, Box 66, East Calais, VT 05650, 802-456-8837.

[27] The Integrator is a computer-based program that provides functional-context, competency-based diagnosis and instruction for basic (and more advanced) skills. The three program modules, *Math Module, English Module, and Reasoning Skills Module*, each have diagnostic and skill enhancement components. The diagnostic component contains exercises that demonstrate how basic skills are used in any one of a broad range of specific occupations and place the student in the skill enhancement component. The skill enhancement component provides extensive practice on those skills required for the occupation. The skill enhancement components for math and English are offered at four levels: 3rd-4th grade, 5th-6th grade, 7th-8th grade, and 9+ grade. The reasoning module contains units on locating and using information, classifying, decision making, and three aspects of problem solving—planning and coordination, diagnosis, and comparing and evaluating



solutions. For system requirements, prices, and preview materials contact the Conover Company PO Box 155, Omro WI 54963, 800-933-1933.

[28] Interactive Modumath, produced by the Wisconsin Foundation for Vocational, Technical, and Adult Education (VTAE), Milwaukee Area Technical College, and Waukesha County Technical College is a multimedia basic math program comprised of 39 interactive lessons covering whole numbers, fractions, decimals, percents, and signed numbers. The complete package consists of 20 double-sided videodisks (which may be purchased separately), computer software, a Study Guide, and an Instructor's Guide. The program is individualized, self-paced, and competency-based. It includes a diagnostic test, drill-and-test sequences for each lesson, a record-keeping system, and an authoring program to permit adaptation to local needs. Modumath is in use in many of Wisconsin's technical colleges, industries, and schools, as well as in programs outside the state. For information about prices and hardware requirements, contact the VTAE, 2564 Branch Street, Middleton, WI 53562, 608-831-6313.

[29] Just Say It: How To Write for Readers Who Don't Read Well is a training manual for writers who want to improve their ability to communicate with low-level readers. The manual grew out of plain language projects conducted by Push Literacy Action Now (PLAN), a literacy provider in Washington, DC. Its core is a series of activities in which users analyze written materials and then rewrite them in a form that will be accessible to low-level readers. Single copies are \$49.95 plus \$3.50 postage and handling (orders of five or more are \$44.95 each) from PLAN, Inc., 1332 G Street SE, Washington, DC 20003, 202-547-8903.

[30] The Pap Test: It Can Save Your Life, from the National Cancer Institute, is an easy-to-read four-page pamphlet designed to motivate women to get a Pap test. Three more booklets are scheduled for summer 1993 release: *Have a Pelvic Exam and a Pap Test, Take Care of Your Breasts, and The Mammogram Could Save Your Life*. To obtain free copies of *The Pap Test: It Can Save Your Life* and for information about the other publications, call NCI's toll-free Cancer Information Service at 800-422-6237.

[31] Second Debut is a short (under 9 minutes) animated cartoon that might be used effectively in drives to recruit new tutors. It tells the story of an

active retired woman who finds fulfillment as a volunteer teacher in an adult literacy program. Available on videocassette or 16 mm film for U.S. \$150 from the National Film Board of Canada, 1251 Avenue of the Americas, 16th Floor, New York, NY 10020-1173, 212-596-1770. The price includes public performance rights.

[32] The Area Health Education Center at the University of New England has produced 50 easy-to-read pamphlets on a wide range of health topics, including nutrition, alcohol and drugs, family planning, and cancer. The pamphlets are designed to be photocopied to encourage wide dissemination. For a complete list of titles and prices, request a marketing brochure from AHEC Literacy and Health Promotion Project, University of New England, Hills Beach Road, Biddeford, Maine 04005, 207-283-0171, ext. 205. [Note: AHEC will be conducting a three-day institute, "Low Literacy Communication Skills for Health Professionals," from July 18-21 at which national literacy expert Jane Root will be the primary presenter. Enrollment is limited to 36. For more information about the institute contact College of Professional and Continuing Studies at the above address and phone number (ext. 122).]

Family Literacy

[33] GENERATION TO GENERATION: Realizing the Promise of Family Literacy, by Jack Brizius and Susan Foster, is a new publication developed and issued under the sponsorship of the National Center for Family Literacy (and underwritten by the MacArthur Foundation). The scope of this 157-page book is wide-ranging and includes in-depth attention to definitional issues, the roots and rationale of the family literacy movement, elements of effective programs, research evidence that family literacy programs work, tips on how to develop good programs at the local and state levels, and much more. Available for \$19.95 from High/Scope Press, 600 North River Street, Ypsilanti, MI 48198-2898, 313-485-2000.

[34] Reading to Your Children is a 25-minute videocassette that may be of use in family literacy programs. The video introduces parents to techniques for sharing books with children and shows the techniques in use with real families. Available for \$99 from Curriculum Associates, 5 Esquire Road, North Billerica, MA 01862-2589, 800-225-0248 or 508-667-8000.

CORPORATE LITERACY ACTION

GRANTS & IN-KIND HELP

The **Arco Foundation** has given \$15,000 towards the 1993 training efforts of California Literacy, and \$100,000 from the James Irvine Foundation will be used to enhance Cal Lit's local literacy funding and programming. A special **Coors/Lucky Stores** "Cents-Off" promotion brought in \$2,800. **Chronicle Books** recently donated \$2,500, and the **Green Street Restaurant** in Pasadena will earmark part of the proceeds from one of its 1993 "Charity Nights" for Cal Lit.

Armstrong World Industries, **Brown McMann Insurance Agency**, **Conrail Crest Advertising**, **D. Leo Design Economy Electric**, **Fiumara Construction**, **Greene Graphics**, **Martin Media**, **Mellon Bank**, **National Lighting Maintenance Supply Corp.**, **Ryno Productions**, **Sears Sheffield Fire & Safety Co.**, **Standard Steel Specialty**, **Tuscarora Plastics**, **Union Bank**, **Wendy's Restaurants**, and **Xerox** are among the many companies supporting Adult Literacy Action in Monaco (PA).

The **Dana Corporation** in Ft. Wayne (IN) won the Three Rivers Literacy Alliance's 1993 "Bee for Literacy" netting \$5,000 for 3RLA. The Northern Indiana Public Service Company donated \$4,000 in April.

Egghead Computer Software recently donated \$1,000 worth of products to the Memphis (TN) Literacy Council. The Second Annual Golf Tournament sponsored by the **Memphis Restaurant Council** raised \$5,000 for the Council last fall.

In 1992 **Gateway Educational Products Ltd.**, through its CEO, Sean Shanahan, funded development of a literacy program for use in California state prisons. The \$200,000 donation covered the cost of curriculum design, all materials, and teacher salaries for the first year of the "Gateway Literacy Project" now operating in six prisons. The program includes reading, math, employability, and life management skills.

Hudson's Westland, the **Canton (MI) Rotary Club**, **Domino's Farms**, the **Evening Kiwanis Club of Plymouth**, and **Sir Speedy of Plymouth** are providing support to the Community Literacy Council. The Plymouth Rotary Foundation again sponsored the Council's annual volunteer recognition dinner held in April, and also contributed database software that will help streamline CLC's records management and improve its information services capabilities.

IBM in response to a solicitation by the United Way of King County, donated a computer and printer for the Washington State Literacy Hotline. **Washington Mutual** has contributed the printing time and materials for the 1993-94 *Washington State Literacy Resource Directory* for the second year in a row.

Thanks to **Jitney Jungle Stores of America**, the **Keebler Company**, and the Governor's Office for Literacy and Workplace Enhancement, two highly sophisticated mobile learning

labs made their public debut in Mississippi in March. The labs, developed by CENTEC in Jackson, were purchased with federal dollars leveraged by the Governor's Office and \$40,000 in donations from Jitney Jungle and Keebler. As part of Project LEAP (Learn, Earn, and Prosper)—a partnership between the University of Mississippi, government, and private industry—the mobile units will offer a wide range of computer-assisted programs to teach reading, writing, and job skills to welfare recipients in underserved areas. The LEAP labs will maintain a weekly schedule of stops at Jitney Jungle locations throughout the state.

The collaborative efforts of **Lauriat's Booksellers** and **Skinner, Inc.**, assisted by **The Charles Hotel**, **Spencer Press**, and **Terry Swack Design Associates**, resulted in a very successful, second annual "Auction for Literacy" for the Boston Adult Literacy Fund. Some 50 companies donated autographed books, airline and hotel accommodations, theatre tickets, art work, and other items to the event, which netted about \$20,000. Since 1989, BALF has awarded \$500,000 to local literacy programs and 23 scholarships to help adults pursue their further education.

Lionel Kiddle City, **Lionel Playworld** and **Lionel Toy Warehouse** stores located in the Eastern U.S. are helping to support the fundraising activities of nonprofits and other organizations through the Lionel Good Neighbor Group Sales Discount Program. Eligible groups can purchase Lionel Kaycee Dollars at a 10 percent savings off the face value (i.e. \$1,000 worth for \$900). They can then resell the Kaycee Dollars, fully redeemable at Lionel stores at any time, to their supporters/membership at face value. [For more information about group applications, call 800-360-1400.]

An **Ohio Bell** grant of \$20,000 will enable Read for Literacy to expand its programs in the Toledo area. RFL received \$1,500 from radio station WTOD's November-December holiday "Penny Pitch" fundraiser, and other recent financial contributors include **The CableSystem**, **Commercial Aluminum Cookware**, **Community Communications Services**, **CPC International**, **EnviroSafe Services of Ohio**, **Group W-Satellite Communications**, **Kellermeyer Building Services**, the **Kiwanis Club of Westgate**, **Ralco Products**, **Schedeler & Company**, the **Toledo Blade**, **Toledo Metal Spinning**, and **WNWO Channel 24**.

Sandoz Pharmaceuticals took top honors in a March statewide spelling bee sponsored by **Schering-Plough**, which raised \$3,000 for LVA-New Jersey. The Sandoz team correctly spelled "eternity" and "pipable" to narrowly defeat **Buxton Dickinson and Company**. Other participating corporations from the health care products industry included **Block Drug**, **Hoffmann-LaRoche**, **Ortho Pharmaceutical** and **Ortho Biotech**, and the **Robert Wood Johnson Pharmaceutical Research Institute**.

In early 1993 **Toyota Motor Corporation** awarded an additional \$1.5 million to the National Center for Family Literacy for expansion of the Toyota Families for Learning Program from 10 to 15 cities. The grant brings Toyota's total investment in the program to \$5.1 million since 1991. Over 450 inquiries were received from cities nationwide regarding the competition for the latest Toyota funds. The five finalists—announced at NCFL's second annual conference in Louisville in April—were Chicago, Denver, Little Rock, Los Angeles, and Nashville.

Westinghouse Electric underwrote the Golden Book Awards Luncheon, and another 25 companies purchased tables for the April 29 event, to benefit ReadUp Charlotte (NC). The luncheon—at which Paul Steiger, managing editor of the *Wall Street Journal*, was the keynote speaker—cleared \$11,000 for the group's family and workplace literacy programs. Earlier in the year **Columbia/Tristar Pictures** and **General Cinemas Corporation** coordinated, and **SouthPark**

Cinema hosted, a premiere benefit of the movie "Chaplin," which netted \$3,500 for ReadUp Charlotte.

PLANNING AND AWARENESS

The Spring 1993 issue of **Scholastic, Inc.'s** magazine, *America's Agenda - Schools for the 21st Century*, featured a set of related articles on school-to-work issues: *Making Apprenticeships Work* by William H. Dunlap, *Tracking vs. Choosing* by Arnold H. Packer, and *But Where Are the High-Skill Workplaces?* by Ray Marshall and Marc Tucker. [For a copy of the issue, call 800-631-1586.]

Airline caterer **Dobbs International Services**, a subsidiary of the **Dial Corporation**, was presented the 1993 Georgia Governor's Gold Award for Achievement in Workplace Learning in recognition of its employee education program, "Dobbs Caters to Learning," which serves company employees and their family members in 23 sites across the U.S.

EMPLOYEE BASIC SKILLS PROGRAMS

The **Sentara Health System** is implementing a "patient-focused" delivery model in its four hospitals in the Tidewater (VA) area. As a part of the restructuring, employees are being cross-trained to work in teams. Recognizing that the competency levels of some workers are not high enough for participation in the cross-training, Sentara is operating skills enhancement programs at all four sites. The adult basic skills classes (which meet twice a week) are taught by instructors from the Norfolk and Hampton Public Schools, and job-related materials are gradually being integrated into the curriculum. Participation is voluntary, and released time is shared 50/50 by employer and student. At one site, Norfolk General Hospital, a one-on-one reading program tutored by hospital volunteers trained in the Laubach method by the Tidewater Literacy Council is also being offered.

Wallace Products and member companies from the **Cecil B. Moore and Ridge Business Association**, the **Susquehanna Business Association**, and the **22nd and Allegheny Business Association**—all in the Philadelphia area—are the first to sign up for the Small Business Training Initiative. The innovative two-year project, funded by the **Pew Charitable Trusts** and operated by the Center for Literacy, is assisting local small businesses who do not have the resources to launch workplace literacy programs. It presents a unique opportunity for workers from companies in the same industry or in the same geographic location to be trained together at a central place. Participating businesses will receive at no cost pre-training analyses of job skill requirements, employee training programs reflecting specific instructional and logistical needs of individual worksites, professional staff with experience in job skills training, print-based materials and access to computer-assisted instruction, and post-training assessment of employee educational gains and indicators of improved job performance. To accommodate the first round of enrollees, four courses are being offered (about 50 hours of instruction over a 12-week period) in classes of up to 20. Employers and employees are sharing released time on a 50/50 basis. [For more information, contact Jo Ann Weinberger or Sandra Choukroun at the Center for Literacy, 215-474-1235.]

Westvaco's Container Division plant in Chicago (IL) has offered on-site ESL and basic skills classes to its hourly employees since August 1991. It recently contracted with **Global Literacy & Language Services** to begin offering job-related courses geared to the learning needs of workers department by department. All materials are generated from company forms and documents, and **Global** works closely with **Westvaco** engineers and quality-control staff to enhance technical training. Workers are paid overtime for attending the voluntary one-hour classes, which are offered three times a week, before and after work.

CORRECTION

In the feature article of the April 1993 BC&L Newsletter (p. 6), the correct phone number for Sarah Newcomb, National Workplace Literacy Grants program of the U.S. Department of Education, is 202-205-9872.

BCEL RESOURCES:

Now Available From The National Institute & ERIC

BCEL has donated its entire library, its stock of newsletters and other publications (listed at the right), and the distribution rights to its publications to the **NATIONAL INSTITUTE FOR LITERACY**. Effective July 1st, all BCEL publications will be available through both the Institute and the **ERIC CLEARINGHOUSE ON ADULT, CAREER, & VOCATIONAL EDUCATION**.

NATIONAL INSTITUTE FOR LITERACY:

For details on how to order BCEL's publications and at what cost, if any, contact Publications, National Institute for Literacy, 800 Connecticut Avenue NW, Suite 200, Washington, DC 20006, (202) 632-1500.

ERIC CLEARINGHOUSE ON ADULT, CAREER, & VOCATIONAL EDUCATION:

BCEL publications are available in microfiche or hard copy from this national abstracting and information service system. The ERIC database can be accessed online, on CD-ROM, and through print indexes. For information on prices and ordering call (800) 443-ERIC or (703) 440-1400 or write to ERIC Clearinghouse on Adult, Career, & Vocational Education, Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090.

- **National Directory of Key State Literacy Contacts** (1993-94 Edition).

- All issues of **The BCEL Newsletter** beginning with the inaugural issue in January 1984.

- **MAKE IT YOUR BUSINESS: A Corporate Fundraising Guide for Literacy Programs** is a 54-page resource for local literacy programs.

- **JOB-RELATED BASIC SKILLS: A Guide For Planners of Employee Programs** is a 46-page guide for employers and others wishing to develop job-linked literacy programs in the workplace.

- **Developing An Employee Volunteer Literacy Program** is a 12-page guide for employers wishing to encourage their employees to serve as volunteers with local literacy groups.

- The **BCEL BRIEF** contains bibliographic, curricular, and program referral information on specific topics in general or workforce/workplace literacy.

- #1 - **Selected References in Workforce & Workplace Literacy** (Rev. 5/93)

- #2 - **National Technical Assistance Groups** (Rev. 3/93)

- #3 - **The Hotel & Food Service Industries** (Rev. 6/93)

- #4 - **The Health Care Industry** (Rev. 5/93)

- #5 - **The Commercial Driver's License Test** (Rev. 5/93)

- #6 - **Small Businesses** (Rev. 6/93)

- #7 - **Computers & Literacy: Guides & Curricula** (Rev. 4/93)

- #8 - **Basic Skills & Productivity** (4/93)

- #9 - **Resources in Family Literacy** (6/93)

- **Functional Illiteracy Hurts Business** is a leaflet for local literacy groups to use in their fund development efforts.

- **INDEX TO BCEL NEWSLETTERS: Part I**, by Marie Longyear, is a 20-page organization, title, and name index covering Newsletter Issues No. 1-20, and spanning the period September 1984 to July 1989.

- **INDEX TO BCEL NEWSLETTERS: Part II**, by Bill Hohman and Marie Longyear, is 36 pages in length and covers Issues No. 21-36, spanning the period October 1989 through July 1993.

- **TURNING ILLITERACY AROUND: An Agenda For National Action** (two volumes, one by David Harman, the other by Donald McCune and Judith Alamprese, 1985) assesses short- and long-term needs in adult literacy and recommends action for the public and private sectors.

- **PIONEERS & NEW FRONTIERS** (Dianne Kangisser, 1985) considers the role, potential, and limits of volunteers in combating adult illiteracy.

IMPORTANT NOTICE:

In general, BCEL mail which arrives after June 30th will be forwarded by the McGraw-Hill mailroom to the offices of Harold W. McGraw, Jr., both located at 1221 Avenue of the Americas, New York, NY 10020. Gail Spangenberg can be reached temporarily at Spangenberg Learning Resources, P.O. Box 2056, New York, NY 10159-2056. FAX # (212) 677-8656.

Business Council for Effective Literacy

1221 Avenue of the Americas
New York, N.Y. 10020



Business Council for Effective Literacy • 1221 Avenue of the Americas — 35th Floor • New York, N.Y. 10020 (212) 512-2415/2412

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—●—
prepared by Marie Longyear
November 1989

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Business Council for Effective Literacy

1221 Avenue of the Americas — 35th Floor
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